DOCUMENT RESUME

ED 292 370 HE 021 218

AUTHOR	Splete, Allen P.; And Others
TITLE	Community, Commitment and Congruence: A Different Kind of Excellence. A Preliminary Report on "The Future of the Academic Workplace in Liberal Arts Colleges."
INSTITUTION	Council of Independent Colleges, Washington, D.C.
SPONS AGENCY	CBS, Inc., New York, NY.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Philip Morris Inc., New York, NY.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE	Dec 87
NOTE	43p.; Funding also provided by the Charles E. Culpeper Foundation and Charles A. Dana Foundation.
AVAILABLE FROM	Publications Department, Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, DC 20036 ($5.00).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Responsibility; Case Studies; Church Related Colleges; *College Environment; College Faculty; *Faculty College Relationship; Higher Education; *Job Satisfaction; Liberal Arts; National Surveys; *Organizational Climate; *Private Colleges; Small Colleges; Social Environment; *Teacher Attitudes; Teacher Morale; Teaching Conditions; Work Environment
IDENTIFIERS	Faculty Vitality

ABSTRACT

A survey of faculty and selected administrators of liberal arts colleges was conducted, with the goals of achieving a greater understanding of the academic workplace for faculty in liberal arts colleges and identifying ways in which the vitality, commitment, morale, and productivity of the faculty could be enhanced. A total of 9,204 faculty in 142 colleges received the survey, and 4,271 responded. In addition, case studies were prepared for 10 colleges (College of Notre Dame of Maryland, College of St. Scholastica, Eastern Mennonite College, Gordon College, Greenville College, Lenoir-Rhyne College, Nebraska Wesleyan College, Simpson College, Smith College, and William Jewell College) which placed in the top third of surveyed institutions in terms of both faculty morale and satisfaction. The following preliminary findings are discussed: (1) degree of faculty satisfaction and morale is higher than expected at many liberal arts colleges; (2) high-morale colleges have congruent cultures and a strong sense of community; (3) institutional leadership practices are critical ingredients in forging strong communities and enhancing faculty morale; (4) the importance of a different conception of faculty scholarship, which emphasizes quality teaching, is growing; and (5) faculty career expectations appear different at liberal arts colleges. Three analyses are presented: 'Comparison of Faculty Perceptions of the Workplace at Low and High Morale Colleges," by Ann E. Austin; "High Morale and Satisfaction among Faculty: Ten Exemplary Colleges," by R. Eugene Rice; and a tabulation of faculty responses to the survey (summary data and selected highlights and interpretations). The members of the study's task force are listed, as are the colleges surveyed. (KM)

ED292370

COMMUNITY, COMMITMENT AND CONGRUENCE:

A DIFFERENT KIND OF EXCELLENCE

A Preliminary Report on

"The Future of the Academic Workplace in Liberal Arts Colleges"

A National Project Sponsored by
The Council of Independent Colleges

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CIC

The Council of Independent Colleges
One Dupont Circle, Suite 320
Washington, D.C. 20036

Allen P. Splete, President and Project Director
Principal Project Research Directors:
Ann E. Austin
R. Eugene Rice

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

CIC

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 021 217

BEST COPY AVAILABLE

The Future of the Academic Workplace in Liberal Arts Colleges

A National Project Sponsored by The Council of Independent Colleges

CIC's "Academic Workplace" project is underwritten by grants from: the John D. and Catherine T. MacArthur Foundation, Philip Morris, Inc., the Charles E. Culpeper Foundation, the Ford Foundation, CBS, Inc., the Charles A. Dana Foundation; and is supported by TIAA-CREF.

Table of Contents

I. Project Overview 1

Attachment A: CIC Academic Workplace Task Force 3

II. Preliminary Findings 4
Allen P. Splete, Ann E. Austin, R. Eugene Rice

III. Analyses

A. *Report Based on Faculty Responses to Survey Data*
"Comparison of Faculty Perceptions of the Workplace at Low and High Morale Colleges"
—Ann E. Austin 6

B. *Report on Institutional Case Studies*
"High Morale and Satisfaction Among Faculty: Ten Exemplary Colleges" —R. Eugene Rice ... 17

C. *Tabulation of Faculty Responses to Survey*

1. Summary Data 23

2. Selected Highlights and Interpretations 35

Appendices

1. List of Colleges Participating in the Faculty Survey 39

2. List of Colleges Selected for Case Studies 41

Project Overview

"The Future of the Academic Workplace in Liberal Arts Colleges" is a multi-year program designed to study and identify ways to improve the quality of the academic workplace in liberal arts colleges. The program is being conducted by the Council of Independent Colleges (CIC), a national association of small, independent, liberal arts colleges, and is sponsored by a number of corporations and foundations.

The project's broad purpose is to assist liberal arts colleges in maintaining their academic health, effectiveness, and responsiveness. Through the project, CIC intends to identify strategies, make recommendations, and develop models to help colleges sustain the vitality, commitment, morale, and productivity of their faculty. CIC's preliminary report on this project, "Community, Commitment and Congruence: A Different Kind of Excellence," is the first step toward those goals.

Project Description

Several recent studies of the condition of the professoriate in colleges and universities across the country have pointed to significant problems in morale and commitment among faculty. In this context, CIC wanted to investigate faculty morale at small, independent liberal arts colleges in more detail. The Council wanted to see whether a better understanding of faculty morale would produce strategies for improving the quality of academic worklife.

The "Academic Workplace" project addresses the issues of faculty morale in a broad, institutional context. It examines the *academic culture* in liberal arts colleges—the complex set of factors that combine to create the environment in which college professors practice their craft. The project includes review and analysis of a range of factors that contribute to faculty morale, including college organizational cultures, leadership practices, decision-making structures, reward systems, and evaluation procedures as they relate to the faculty work experience.

The project has four components:

1. A national survey of liberal arts faculty to gather information about their perceptions and behavior, including perceptions of college organizational culture and its relationship to work, career paths, professional socialization, and satisfaction;
2. Detailed case studies of selected liberal arts colleges to learn about successful academic workplaces and programs for faculty professional development;
3. A survey of selected administrators of liberal arts colleges to identify the range of institutional programs — especially exemplary programs — that support faculty professional growth and vitality;
4. The development and implementation of intervention strategies that will assist colleges in strengthening the quality of their campus' academic worklife.

The "Academic Workplace" project is being coordinated by a task force of leading educators, researchers, and corporate and foundation leaders (see Attachment A). The project has been underwritten by grants from the following sources: Philip Morris, Inc., the John D. and Catherine T. MacArthur Foundation, the Charles E. Culpeper Foundation, the Ford Foundation, CBS, Inc., the Charles A. Dana Foundation; and is supported by TIAA-CREF.

Project History

As the first part of CIC's project on the Academic Workplace, CIC wanted to investigate the condition of faculty morale within its constituency, the nation's small, independent, liberal arts colleges and universities. The purpose of such a survey was two-fold:

1. To understand in more detail the academic workplace for faculty in liberal arts colleges, and
2. To identify ways in which the vitality, commitment, morale and productivity of the faculty could be enhanced.

The project began in the fall of 1985 with the appointment of CIC's Academic Workplace Task Force, which met twice in the spring of 1986 to shape the project and direct the development of a survey instrument to collect the perceptions of faculty and administrators regarding their academic workplaces.

In June, 1986, CIC pilot-tested the initial survey instrument at eleven CIC colleges. More than 400 faculty responded. The consensus within this test group was that the survey instrument did, in fact, address the important issues affecting current working conditions of the faculty. In August of that year, CIC initiated a parallel pilot survey of selected college administrators.

After making minor revisions in the survey instruments as a result of the pilot phase, CIC initiated the full survey in the fall of 1986. Invitations to participate were sent in late September to presidents of small, liberal arts colleges. CIC sought the involvement of up to 100 colleges, but response was so strong that the project finally involved 142 participating colleges. This pool provides a good representational sample of liberal arts colleges, based on such criteria as size, location, and institutional type. (*See Appendix 1, p. 39*).

Surveys were mailed in December, 1986. At each participating college, all full-time faculty were asked to complete a survey of their perceptions of various aspects of the academic workplace. Selected administrators (the president, vice presidents and deans, heads of administrative units, and the chairman of the Board) were asked to complete a similar survey. In addition, the dean was asked to provide various informational materials about the institution. Of the 9,204 faculty who received the survey, 4,271 responded. Data for presidents and other ad-

ministrators participating in the project are being analyzed.

Another important component of the project was the development of case studies of colleges that faculty have identified as having academic workplaces that are exemplary in one or more aspects. Case studies were developed during the spring of 1987 after visits to ten colleges:

1. College of Notre Dame of Maryland
   Baltimore, Maryland
2. College of St. Scholastica
   Duluth, Minnesota
3. Eastern Mennonite College
   Harrisonburg, Virginia
4. Gordon College
   Wenham, Massachusetts
5. Greenville College
   Greenville, Illinois
6. Lenoir Rhyne College
   Hickory, North Carolina
7. Nebraska Wesleyan University
   Lincoln, Nebraska
8. Simpson College
   Indianola, Iowa
9. Smith College
   Northampton, Massachusetts
10. William Jewell College
    Liberty, Missouri

These colleges were chosen because each was among the top third of surveyed institutions, both in terms of faculty morale and faculty satisfaction (see Ann Austin paper, "Comparison of Faculty Perceptions of the Workplace at Low and High Morale Colleges," for further explanation). They were further identified as places where one or more criteria (faculty development programs, a supportive dean and/or president, etc.) contributed to create an academic environment that faculty found supportive and conducive to teaching. In visiting these colleges, project staff sought to identify particular components and strategies that contribute to a successful academic workplace. CIC believes that case studies based on these colleges will be useful as models for other colleges wishing to improve their own academic workplaces.

Initial project results, based on some of the data from the faculty survey and partial analysis of the ten case studies, are presented in this initial report. Project staff will continue their analysis of the faculty survey data and the survey of administrators. Project staff and the task force intend also to begin to develop intervention strategies that colleges can follow to enhance the quality of their academic workplaces.

Intended Project Results and Products

The project's most important contribution is expected to be a better understanding of ways to promote quality and vitality in the liberal arts college professoriate. The project should not only add to the body of knowledge about current conditions in the academic workplace—particularly within small liberal arts colleges—but also identify solutions to problems within the workplace. Specifically the study will:

1. Highlight needed activities (e.g., faculty development programs, fringe benefits, procedures for tenure evaluation, leadership approaches),

2. Produce case studies of colleges identified by their faculty as having academic workplaces that are (for a variety of reasons) considered good, positive, nurturing working environments that can serve as models.

Several written products are planned. This report presents highlights of findings from the survey and case studies and general study conclusions. Future reports will analyze the faculty and administrator surveys more completely, will focus on the ten case studies, and will suggest specific strategies that may be adopted by other colleges to enhance the quality of worklife and the vitality of their faculty.

In addition to publication and dissemination of the final report, the project task force will decide what next steps need to be taken to address issues identified in the analysis of survey results, and seek additional support to aid campuses in implementing action programs that will improve the academic workplace.

Attachment A

CIC Academic Workplace Task Force

Project Director:

Allen P. Splete, President, Council of Independent Colleges

Principal Project Researchers:

Ann E. Austin, Research Assistant Professor, Department of Educational Leadership, Peabody College, Vanderbilt University

R. Eugene Rice, Professor and Chair, Department of Sociology, University of the Pacific

Members of the Task Force:

Shirley M. Clark, Professor of Higher Education, University of Minnesota
Ann Harper Fender, Chair of the Economics Department, Gettysburg College
Jean Folkerts, Professor of Communications, Mount Vernon College
James M. Furman, Executive Vice President, MacArthur Foundation
Jerry G. Gaff, Academic Dean, Hamline College*
Charles E. Glassick, President, Gettysburg College
J. Richard Hackman, Associate Professor of Social Psychology, Yale University*
Elizabeth B. Hopkins, Manager — Corporate Support Programs, Philip Morris, Inc.*
Joseph Katz, Professor of Human Development, SUNY-Stony Brook*
Chandra M.N. Mehrotra, Associate Dean of Graduate Programs, College of St. Scholastica
Allan O. Pfnister, Vice Chancellor for Academic Affairs, University of Denver
Jack H. Schuster, Associate Professor, Education and Public Policy, Claremont Graduate School*

Advisory Committee Members:

Robert H. Atwell, President, American Council on Education
John W. Chandler, President, Association of American Colleges
Russell Edgerton, President, American Association of Higher Education
Jules B. LaPidus, President, Council of Graduate Schools in the United States
Peter W. Stanley, Director of the Education and Culture Program, Ford Foundation

*NOTE: Affiliations were accurate as of early 1987. Jerry Gaff is now acting president at Hamline University. J. Richard Hackman is now at Harvard Business School. Elizabeth Hopkins has retired from Philip Morris. Joseph Katz is now with the Research Group for Human Development and Educational Policy, based at the Woodrow Wilson School at Princeton University. Jack Schuster has been promoted to professor.

Preliminary Findings

Note: The following findings are based on only a partial analysis of the available data. Three analyses have been completed so far. First, tabulations have been made of faculty responses to the survey on work experiences and perceptions of the academic workplace (see faculty survey.) Second, the views of the faculty in colleges where morale is high have been compared with views of faculty in colleges where morale is relatively low (see Austin article.) Third, we have analyzed interview data collected at ten colleges chosen because they have relatively high morale and satisfaction (see Rice article). Future projects and research will include: a comparison between faculty and administrative responses about the academic workplace; a further exploration of the differences in perceptions of faculty at different types of institutions; an examination of the views of subgroups of faculty by career types and faculty rank; pursuit of and identification of specific strategies for institutional improvement; and completion of detailed reports for the ten case study colleges. These areas of research will be pursued throughout 1988. Reports will be issued as planned research is completed.

The primary focus of the study sponsored by the Council of Independent Colleges entitled "The Future of the Academic Workplace in Liberal Arts Colleges" has considered the state of faculty morale. Observations of challenges facing colleges and universities today as well as other studies of faculty in higher education have suggested that faculty in small liberal arts colleges, as in other colleges and universities, likely exhibit generally low levels of morale. The results of this study at 142 liberal arts colleges indicated that faculty morale and satisfaction are generally higher than expected. Faculty commitment to the missions of their colleges, strong pervasive cultures, and supportive leadership practices were among the important factors found enhancing faculty morale, often even in the face of adverse conditions affecting colleges. This project identifies factors and conditions often found at colleges with relatively high morale and suggests ways that leaders can promote and sustain faculty satisfaction and morale.

I. Degree of faculty satisfaction and morale higher than expected at many liberal arts colleges

This CIC study found that the level of morale and job satisfaction experienced in the liberal arts colleges that participated was higher than expected. The Carnegie Foundation for the Advancement of Teaching, in its survey of faculty conducted in the Spring of 1984, stated that, in general, faculty members were uneasy about their careers and felt that working conditions were inadequate, and that faculty job satisfaction and morale were not high. Jack Schuster and Howard Bowen also refer to shaky faculty morale in addressing the condition of the liberal arts faculty in a *Change* magazine article entitled "The Faculty at Risk" (published in September/October 1985).

With its focus on small, liberal arts colleges, CIC's study probed the condition of faculty work satisfaction and overall faculty morale in a specific and understudied sector of American higher education. The average level of faculty morale, according to those who responded, tended to the positive end of the scale, and general work satisfaction among respondents was, on the average, higher than morale. We examined the morale and satisfaction scores of the 142 colleges that participated in the study and decided that only about a third of the colleges could be characterized as having situations of low faculty morale and low satisfaction. While we recognize that morale (in contrast to general work satisfaction) may be rather temporal, depending on current conditions, we believe that these findings present a more positive view about faculty morale than has previous research.

II. High morale colleges have congruent cultures and a strong sense of community

Colleges characterized by high morale among faculty exhibit high congruence between what they say and what they do. They are institutions where faculty members' individual values match organizational goals and missions. This congruence of values creates a strong and sustaining community. The visits to the ten case-study colleges where morale is quite high showed that faculty identify strongly with the institution, and, additionally, that a positive sense of organizational momentum is shared throughout the institution. Furthermore, when comparisons are made with low morale colleges, the environment at high morale colleges appears more supportive of collaborative efforts, risk taking, and testing new ideas. By self-description, faculty seem more engaged with their work and more likely to participate in decision-making than do faculty in low morale colleges.

III. Institutional leadership practices are critical ingredients in forging strong communities and enhancing faculty morale

Institutional leadership can and does make a difference in institutional morale. Indeed, we have found that in the ten high morale colleges visited, the institutional leaders were critical forces in maintaining distinctive organizational cultures and enhancing faculty morale. Leaders can articulate a college's values and mission, provide encouragement to faculty, foster positive communication between administrators and faculty, and support faculty autonomy. This study also has shown that high levels of work satisfaction and morale among faculty are related to a sense of joint ownership of the college. This sense of commonly shared mission and ownership is fostered by the institutional leadership.

IV. The growing importance of a different conception of faculty scholarship

A distinct type of scholarship seems to be valued in such colleges. This redefinition of scholarship emphasizes quality teaching. Faculty in the colleges

studied increasingly are being evaluated not solely on the basis of their research publications but on the basis of their keeping current in their respective disciplines and incorporating new knowledge into their teaching on a regular basis. Many faculty still pursue traditional research that results in products that reach publication. However, such traditionally defined research activity is embedded in a more primary commitment to the translation of and integration of knowledge into good teaching. Scholarly activity serves teaching and institutional commitment to students rather than being a derivative of research as is so frequently the case in a university. (This distinct scholarship corresponds to and adds new insights on the view expressed by Ernest Boyer in his recent book, *College: The Undergraduate Experience in America*. Boyer notes this distinction in scholarship by stating that "all professors do not have to be publishing researchers and that staying abreast of subject matter in one's field is part of being a first-rate scholar." This current study amplifies that point.)

This finding suggests that administrators who acknowledge this different conception of scholarship must find effective ways to evaluate it. Once acknowledged, assessment procedures respecting this scholarship must become part of the promotion and tenure process in clear and specific ways. Effective teaching must be viewed as a key ingredient in the reward system. Acceptance of a different conception of scholarship must be linked to plans to recognize and reward this scholarship if morale is to be maintained in these colleges.

V. Faculty career expectations appear different at liberal arts colleges

The ways faculty members in small liberal arts colleges envision their careers appears to be quite different from the career aspirations of their colleagues in a university setting. Many of the faculty in liberal arts colleges expect to have lengthy teaching careers in such institutions—only 4% of the total faculty surveyed expressed an interest in moving to a faculty position at a research university. Faculty seem to select such colleges because the colleges' missions and expectations and reward systems match their career goals. They appear to feel comfortable and at home as a result and convey the fact that they want to be where they are and enjoy it. The different commitments, interests and aspirations of faculty in liberal arts colleges compared to university faculty suggest that different forms of professional growth may be appropriate.

Afterword: CIC's Perspective

Throughout the study, we have accepted the notion that colleges where faculty are satisfied with their work and where morale is relatively high will be places that are stimulating as well as supportive for students as they learn. In studying faculty work satisfaction and morale in our sample of liberal arts colleges, we have found a different type of institutional excellence from that commonly associated with the traditional research university. Commitment to teaching, a strong and genuine sense of community shared by all, and high congruence between institutional and individual faculty values and goals are hallmarks of this definition of excellence.

This study reminds us that American higher education is indeed diverse. While the universities, because of their research emphasis, often seem to take the lead on educational issues, many small liberal arts colleges and their faculty are daily maintaining and recommitting themselves to the importance of teaching in undergraduate education. We believe that these colleges should be cited more prominently for the special role they play in teaching students and in improving the learning process. We suggest that, in most cases, high faculty morale will result in improved teaching and student learning.

Report Based on Faculty Responses to Survey Data

"Comparison of Faculty Perceptions of the Workplace at Low and High Morale Colleges"

Ann E. Austin
Vanderbilt University

In response to concern about the morale of faculty in the country's colleges and universities, the Council of Independent Colleges has conducted a study called "The Future of the Academic Workplace in Liberal Arts Colleges." Much has been studied about the work and vitality of professors in universities but less is known about faculty in small liberal arts colleges. Since the institutional environment and expectations facing faculty in liberal arts colleges often differ substantially from those found in research universities, strategies to support the growth, vitality, and the morale of liberal arts college faculty should be based on knowledge of their particular activities, perceptions, and needs. Underlying the Council of Independent College's project is the belief that attention to the morale of faculty should be one part of efforts to improve undergraduate education.

In order to understand more about the work experience of faculty in liberal arts colleges, the study has examined various dimensions of the academic workplace, including the nature of organizational culture, leadership practices, decision-making processes, methods of evaluation, and reward systems. The research also has focused on the career aspirations and career patterns of the faculty, the values they bring to their work, and the ways in which they spend their time. While a number of questions about faculty and their work and workplace are addressed through the study, a central issue under consideration has been faculty morale in the context of organizational characteristics. Our interest is to learn about factors that may relate to enhancing the academic workplace and to supporting faculty morale and satisfaction. As one step of addressing this issue, we compared faculty perceptions of their respective workplaces at a group of colleges where faculty morale and satisfaction are relatively high with such perceptions of faculty at a group of colleges characterized by relatively low morale and satisfaction. This paper reports on that comparison of "high morale" and "low morale" colleges. The paper following focuses on common organizational factors we found among ten colleges we chose to visit on the basis of their relatively high morale.

A Methodological Note

The methodology for CIC's study consisted of both extensive mail surveying and visits and interviewing at selected colleges. In response to an invitation to all member colleges of the Council of Independent Colleges (CIC), 138 institutions chose to participate, as well as 4 non-CIC colleges, for a total of 142 private liberal arts colleges. In October, 1986, the 9,204 full-time faculty members at these colleges each were asked to complete a ten-page anonymous survey. (Ten of the colleges had already participated through a pilot survey.) Letters were sent to the Dean of each college in late fall, 1986, requesting that faculty be reminded to send their surveys to the Council of Independent Colleges if they had not yet returned them. Of course, anonymity was guaranteed.

Based on the results of the survey data, each of the 142 participating colleges were categorized as being comparatively low, medium, or high on indexes of faculty job satisfaction and of faculty morale. (Such determination was not made for those colleges where fewer than one-quarter of the faculty participated.) Job Satisfaction was defined as a measure of individual faculty members' feelings of contentment about their work, while Morale was defined as a measure of overall faculty well-being at the college. Several items made up each of the two indexes. For each college, we averaged the individual respondent's Satisfaction and Morale scores, respectively, to derive an institutional score on each of the two variables. College Satisfaction scores ranged from 2.50 to 4.11 on a five-point scale, with the average being 3.46. College Morale scores ranged from 2.17 to 3.76 with an institutional average score of 3.09.

We divided the participating colleges into three groups of roughly equivalent size, based on the Satisfaction and Morale score of each institution. In order to be labelled as a "High Morale/High Satisfaction" college, we designated that an institution's Satisfaction score had to be above 3.60 on the five-point scale and the Morale score above 3.20 on such a scale. (Though both the Morale and Satisfaction scores were considered, hereafter, we will call these groups simply the "High Morale" group.) "Low Morale/Low Satisfaction" colleges had scores of 3.39 or lower on the Satisfaction scale and 2.99 or lower on the Morale scale. (These colleges are called the "Low Morale" group.) This paper compares the 40 High Morale colleges with the 43 Low Morale colleges to determine similarities and differences on various dimensions.

After the survey data were collected, ten colleges were chosen for two-day campus visits by two- or three-person teams. These ten colleges each were among the top third of the participating institutions on both the Satisfaction and Morale scales, and were selected after a team read responses to six written questions on each faculty survey and judged that the faculty written comments for these colleges generally confirmed the statistical indications of relatively high morale and satisfaction. Additionally, as a group, the ten colleges show diversity in religious affiliation (non-sectarian, strong denominational relationship, nominal denominational relationship), gender status (co-educational or single sex), and location. The purpose of the visits at the ten colleges was to explore in detail what particular factors seem to contribute to the relatively high

levels of morale and satisfaction of faculty at these institutions. The next paper explores some of the common themes that emerged.

Low and High Morale Colleges—How Do They Compare?

Our effort to explore the differences and similarities between colleges high in faculty morale and satisfaction and those on the lower end of those scales took two paths. First, we compared the faculty themselves at the two types of colleges to discern any differences in personal characteristics, work-related attitudes, and time devoted to their work. Second, we examined faculty perceptions about various organizational characteristics and practices at the Low Morale and the High Morale colleges.

Faculty Characteristics—Are There Differences?

Personal Characteristics. The faculty at the Low Morale colleges and those at the High Morale colleges are similar in age and gender. Their average age is just under 46 years, and they are 61 percent male and 39 percent female. In the High Morale colleges, 97 percent of the faculty are Caucasian, 1 percent Asian, and the remaining faculty checked "other." The faculty in Low Morale colleges show just slightly more diversity, though the great majority (96 percent) are Caucasian; data show 1 percent identified themselves as American Indian, 1 percent as Asian, 1 percent as Black, and the remaining faculty checked "other."

In regard to personal characteristics about which we inquired, the faculty at the two types of colleges appear to differ in only one regard. Somewhat more of the faculty at the High Morale colleges attended a liberal arts college (58 percent compared to 52 percent at the Low Morale colleges).

Career Background. The faculty in the Low Morale and High Morale colleges appear to have had similar career backgrounds. They have taught in higher education as faculty members for almost 14 years, on the average, and they have served for more than 11 years, on the average, at the colleges where they were employed when answering the survey.

The faculty responding at each type of college represent a similar range in regard to the nature of their appointment. Overall, about 54 percent are tenured, 28 percent are on the tenure-track but not yet tenured, 17 percent hold non-tenure track appointments, and 1 percent report that their colleges do not have tenure. Only slight differences were found in the rank of the respondents at the Low Morale colleges compared to the High Morale colleges. Overall, they span the three primary academic ranks in almost equal number. Examination of faculty at all colleges as a group indicates that 30 percent are professors, 29 percent associate professors, and 31 percent assistant professors. Eight percent are instructors, and 1 percent, lecturers.

Only slight differences were found between the two groups of faculty in regard to their previous employment history. Forty-one percent of the faculty respondents in High Morale colleges and 34 percent in Low Morale colleges have worked in no more than two colleges, while similar percentages (38 percent of the High Morale college faculty and 41 percent of the Low Morale college faculty) have worked outside higher education at least five years before becoming faculty members.

Career Concepts. People approach their work with different goals, commitments, and interests. In order to learn more about how faculty teaching in liberal arts colleges think about their work, we developed a set of questions based on Driver's (1980, 1982) theory of career concepts. Based on the assumption that people differ in the conceptual structures that undergird the way they think about their careers, the theory suggests that individuals may view their careers in one of at least four different patterns: Linear, Transitory, Steady State, or Spiral. A person's career concept, according to the theory, holds strong implications for how he or she develops a career and interacts and fits with the employing organization.

We asked respondents to answer several questions about how they envision their careers and found the dominant views at High and Low Morale colleges to be similar, though some differences occur in the specific degree to which faculty identify with various career concepts. At both High and Low Morale colleges, the greatest proportion of faculty reported a predominantly "Steady State" view of their career, in which they expect to live out their vocations as faculty members in a liberal arts college. This view was somewhat more prevalent at the High Morale colleges, with 49 percent of the faculty describing themselves as "Steady State," compared to 43 percent at the Low Morale colleges. Slightly more than one-third of the faculty at each type of college identify themselves primarily with a "Spiral" career concept in which they anticipate undertaking a diversity of roles within higher education. A "Transitory" career concept is the next most prevalent view at both types of colleges, though slightly more faculty at the Low Morale schools selected this view as their own (20 percent at the Low Morale colleges compared to 17 percent at the High Morale colleges). Faculty with a "Transitory" career concept expect to have diverse work experiences that will involve work outside higher education combined with their teaching, or alternate periods working in and out of academe. We assumed that a "Linear" career concept among liberal arts college faculty could mean either moving from a faculty position at a college to one at a research university or moving from a faculty position to an administrative role. The survey asked about each of these kinds of "Linear" career concepts. Equally few at the High and Low Morale colleges hope to move to a faculty position at a research university (3 to 4 percent at each type of college), or hope to move to administrative work at a college or university (4 percent of the faculty at both the High Morale and the Low Morale colleges).

Willingness to Choose a Faculty Career Again. When asked if they would choose to be faculty members again, if given the opportunity to go back in time, some differences emerged. More of the faculty in High Morale colleges said "yes, most definitely" (61 percent compared to 51 percent in Low Morale institutions), and, at the other end of the spectrum, more faculty in the High Morale schools said "no, definitely not" (7 percent compared to 1 percent in Low Morale colleges). It appears that faculty in the High Morale institutions are stronger in their opinions about their faculty careers. It should be noted, however, that if one combines the responses "yes, most definitely" and "yes, probably" a faculty career would be chosen again, the percentages of faculty in the Low and High Morale situations choosing these responses are very similar: 87 percent of the respondents in the High Morale colleges and 83 percent in the Low Morale institutions. Apparently, regardless of the levels of morale and satisfaction, the respondents in our study are highly committed to being college faculty members.

Workload and Time Allocation. Faculty respondents in the Low Morale colleges and the High Morale institutions reported similar workloads. On the average, a faculty member teaches five or six different courses during an academic year, with an average load per semester of four or five courses. They report spending 46 hours per week on their work as faculty members, though we suspect from our interviews that they did not include many of their extracurricular responsibilities on campus in this estimate of time.

Though the average workload appears to be the same for faculty at the Low and High Morale colleges, the two faculty groups differ somewhat in the amount of time they allocate for some of their specific activities. For both groups, the greatest number of hours per week reportedly are spent on preparation for teaching, though some faculty in High Morale colleges spend significantly more time: 15.0 hours, on the average, compared to 13.5 hours for faculty in Low Morale colleges. The next greatest amount of time is spent in the classroom, though faculty in Low Morale colleges report about an hour more of contact time per week, on the average, than do their colleagues in High Morale schools: 11.4 hours compared to 10.3 hours, respectively. Faculty in both settings spend, on the average, about 8 hours weekly in scheduled office hours, 5 hours on research, scholarly, or creative work, and 4 hours in service to the college, such as committee work and advising student groups, and 3.5 hours in student advising unrelated to a specific course. Faculty in both the Low and High Morale colleges divide the remainder of their work time in similar ways between helping students with remedial work, service to the community, service to a church, consulting, and administrative work.

As well as asking faculty about how much time they spend on various responsibilities, we inquired whether they felt they *ought* to be spending less or more time, and whether they *really would like* to be spending less or more time on each of the activities. Differences in the responses between faculty in the Low Morale colleges and those in the High Morale colleges were minimal. Of particular note, 42 percent of the faculty in Low Morale colleges and 37 percent in High Morale colleges would like to spend less time in class, and about 40 percent of each group would like to spend less time in such service to the college as committee work and advising student groups. About 40 percent of each group think they ought to spend more time and would like to spend more time preparing to teach, almost 50 percent of faculty in both the Low Morale and High Morale colleges would like to spend more time and feel they ought to spend more time in service to the community, and more than three-quarters of faculty at both types of institutions feel they should and would like to spend more time on research, scholarly or creative work.

Use of Extra Time. We were interested in the priorities faculty would make if they had extra time to allocate. What would they do with extra time if it were to be used for work-related activities? We provided a list of possible activities with space to write in any we may have omitted. Comparisons of the responses of faculty in High Morale colleges with those of faculty in the Low Morale institutions show similar priorities: preparing for teaching by reading and studying, conducting research and/or writing, and catching up with their professional reading. At the High Morale colleges, 64 percent of the faculty indicated that their first, second, or third choice for spending extra time was preparing for teaching; similarly, 61 percent of those at the Low Morale institutions selected research and/or writing in their top three choices, and catching up with professional reading was identified as one of the top three priorities by 57 percent from the High Morale institutions and 54 percent from the Low Morale schools. About one-third of the faculty from each of the two institutional categories indicated among their top three choices reviewing student work, advising or talking with students, or diagnosing student needs. Activities selected by less than 10 percent in each group were serving on a committee or office for a professional organization, working with a professional organization to change conditions of employment, talking with other faculty about research, and serving on a college committee.

Summary

Faculty teaching in colleges characterized by high morale and satisfaction and those in institutions where these measures are comparatively low are similar in terms of average age, the proportions of faculty of each gender, the proportions of faculty at each academic rank, and the percentages who are tenured, on tenure tracks, or in non-tenure track positions. The only difference between the two groups of faculty on the personal characteristics we considered was the slightly greater proportion of faculty in High Morale colleges who themselves attended liberal arts colleges.

The faculty in the two categories of colleges also showed only small differences in their career patterns and concepts. In both institutional contexts, almost one-half of the faculty reported having a "steady state" career concept, and almost one-third hold a "spiral" career view. In regard to previous employment history, somewhat more than one-third in each setting have worked in no more than two colleges, while about 40 percent in each type of college have had at least five years of work experience outside of higher education prior to becoming faculty members. As a group, the faculty in both types of settings are committed to being faculty members. More than 80 percent in each institutional context would choose the faculty profession again, if given another chance, though a greater proportion of faculty in High Morale colleges would "definitely" make such a choice.

How do they spend their time and are there differences in time allocation between the two settings? For faculty in both the Low Morale and the High Morale situations, the average courseload is five or six different courses a year and four or five class sections a semester. The two groups show no differences in total worktime per week, though the faculty in High Morale colleges reported spending an hour and a half more preparing to teach, and those in Low Morale colleges apparently spend an hour more in class. Little differences between the two groups were found in how they would prefer to spend time: More than one-third of the faculty in each of the two groups would like to spend less time in class and about 40 percent would prefer to allocate less time to service activities (committees and working with student groups). About 40 percent of both groups would like to spend more time in class preparation, one half would like to allocate more time to community service, and more than three-quarters in both institutional settings would increase the time they allocate to research and creative work. Given a gift of extra time, the predominant choices made for using that time did not differ substantially among the faculty in High Morale colleges as compared to those in the Low Morale colleges: preparing for teaching, research and/or writing, and catching up with professional reading.

In sum, faculty in the two types of colleges show similar patterns in their personal characteristics.

Perceptions of the Academic Workplace: Comparison of Faculty in High Morale Colleges With Those in Low Morale Colleges

Because we are interested in differences between colleges where faculty are experiencing high levels of morale and satisfaction and those institutions where faculty morale and satisfaction are low, we explored faculty perceptions of various aspects of their colleges as organizations and workplaces. We hoped to identify aspects of the workplace where strategies to enhance the academic workplace might be needed and might be effective. In order to explore faculty perceptions of their colleges as organizations and workplaces, we asked six open-ended questions requiring written responses as well as numerous short questions with forced choices. The results show some distinct differences in faculty perceptions of various characteristics of the workplace at the High Morale colleges as compared to the Low Morale colleges.

General Comments About the Work Environment. Among the 1,153 faculty members at the High Morale colleges, 586 took the extra time to respond to the six open-ended questions we posed; 377 of the 1,000 faculty at the Low Morale colleges answered these questions. Though we recognize that a number of faculty did not respond to the open-ended questions, we have chosen to report the data we do have. Because of the size of the sample, however, caution should be exercised in interpreting the data from the open-ended questions. The first of these questions asked respondents to describe the workplace for faculty at their respective colleges. Since the question was designed to enable respondents to write about any aspect of the workplace they deemed important to mention, the comments were diverse. Our analysis and coding of the responses shows, not surprisingly, that the faculty in the High Morale colleges tended to mention factors that contribute in positive ways to the work environment, while many of the comments of those in Low Morale colleges mentioned negative aspects of the work environment. Comments discussed here were mentioned by at least 5 percent of those in each type of college who answered the open-ended questions. (All percentages reported for the open-ended questions refer to percent of those who chose to write comments.)

In the High Morale colleges, 18 percent of those who wrote comments chose to mention positive communication and interaction with colleagues as a key characteristic of the work environment; 13 percent mentioned positive administrative support as an important ingredient in the environment, and 6 percent noted positive communication and interaction with administrators. Other factors sometimes mentioned in descriptions of the work environment were pleasant buildings and grounds, the degree to which freedom of expression is allowed, and the availability and condition of offices and laboratories. The only negative comment that at least 5 percent of those who answered the open-ended questions felt worthy of note was the heaviness of the workload.

At the Low Morale colleges, comments describing the workplace made by at least 5 percent of those who wrote responses were more often negative than at the High Morale colleges. Nine percent of those who wrote responses mentioned that heavy workload was a negative feature of the workplace, 8 percent commented negatively on their college's buildings and grounds, and 7 percent described the communication and interaction between faculty and administrators in negative terms. Five percent mentioned the availability and condition of offices and labs in negative terms, and 5 percent also discussed the level of financial

support for faculty as a negative aspect of the workplace. Three kinds of positive comments sometimes were cited by the faculty in Low Morale colleges which had also been mentioned by some in the High Morale group: 8 percent mentioned positive interaction and communication among colleagues as an important feature of the work environment, 5 percent noted positively the degree of freedom of expression allowed, and (though 8 percent made the opposite point) 5 percent described their college's buildings and grounds as positive features of the work environment.

Since many faculty respondents chose not to include written responses, no conclusions can be drawn from these comments. However, the available comments when faculty were asked to describe the work environment at their respective colleges suggest factors that are foremost in their minds. The kind of communication between faculty and administrators as well as between faculty colleagues, the degree of support that faculty perceive to flow from administrators, the extent to which freedom of expression is supported, the condition of the physical plant, and the heaviness of the workload are ingredients of the work environment that faculty tend to mention when they are asked in general terms about their college as a workplace.

Factors Critical in Affecting Faculty Morale. In addition to asking respondents to describe the work environment at their respective colleges, we also asked what factors or conditions at their colleges they think are critical in affecting faculty morale. The responses discussed both factors that contribute positively to morale and those that affect faculty morale negatively. Common themes run through the faculty responses at both the High Morale colleges and the Low Morale colleges. (As noted previously, percentages reported in regard to responses to the open-ended questions refer to proportions of those who chose to write responses to these questions.)

At both the High Morale and the Low Morale colleges, the nature of the leadership evidently relates to morale. At the High Morale colleges, 15 percent of those who wrote in responses explained that college leaders who are supportive of faculty contribute positively to morale, and 10 percent mentioned that leaders who use faculty input have a positive influence on morale. Conversely, 8 percent noted a negative impact on morale from leaders who do not use faculty input. A change in administration has a potentially negative effect on morale, according to 12 percent of those who wrote comments.

The importance of institutional leadership in relation to morale also was apparent in the comments of faculty at the Low Morale colleges. Eleven percent stressed that leaders who are not supportive of faculty affect morale negatively, as do leaders who do not use faculty input (noted by 10 percent). Furthermore, 14 percent believe that generally poor administration has a negative impact on morale, and, like their colleagues in the High Morale colleges, these faculty (12 percent) perceive that changes in administrative offices can diminish morale.

Workload and remuneration also play a role in the level of morale, according to the written responses of the faculty. At the High Morale colleges, 12 percent claimed that salary levels can have a positive impact. In contrast, 21 percent of the faculty who wrote responses at High Morale colleges and 35 percent of those who wrote answers at the Low Morale colleges cited salary levels as factors diminishing morale. Presumably, the level of salaries at a particular institution and a respondent's own salary relate to a positive or negative view of the relationship between salary and morale. Heavy workloads were cited by faculty at both types of colleges as detracting from morale (12 percent of those in the High Morale colleges who wrote comments and 10 percent of the comparable group in the Low Morale colleges).

Institutional conditions reportedly relate to morale also. Among the faculty at the High Morale colleges, 9 percent of those who wrote emphasized that collegiality among faculty contributes positively to morale. At the Low Morale colleges, factors cited as diminishing morale were uncertain finances for the institution (12 percent), declining enrollment (10 percent), and the admission of less-qualified students (9 percent).

While faculty noted other factors that they believe support or diminish morale, these factors were mentioned most frequently. Since the question was designed to enable respondents to think and write widely on issues in their minds, the responses do not enable a structured analysis of factors relating to morale. However, they do suggest possible conditions and practices that may relate to morale. Of particular interest to us, these comments suggest that leadership practices hold the potential for positive or negative influences on faculty morale. Responses to the focused questions we asked provide more specific findings about differences in organizational characteristics at the Low Morale and High Morale colleges.

The Culture of the Workplace. The perceptions of faculty at High Morale colleges concerning various cultural dimensions of their institutions differ significantly from the views of their colleagues in Low Morale colleges. We asked respondents to rate their colleges on seven particular cultural dimensions. On every dimension, the faculty at the High Morale colleges indicated perceptions on what we view as the more positive end of the scale.*

The faculty at the High Morale colleges perceive that the culture at their colleges is more collaborative than individualistic. Faculty are encouraged to work collaborative-

*Analysis of variance was the statistical technique used to compare the responses of the faculty at the High Morale colleges with those of the faculty at the Low Morale colleges. Summary findings, not the detailed statistical results, are presented in this paper.

Table 1

Primary Career Anchors of Faculty in Low Morale and High Morale Colleges

CAREER ANCHORS*	Percent of Faculty in Low Morale Colleges	Percent of Faculty in High Morale Colleges
Opportunity to be highly specialized	13%	13%
Freedom to choose own work activities, etc.	21%	22%
Opportunity to be of service	13%	19%
Opportunity to be identified with a particular college	2%	2%
Availability of a variety of challenges	18%	18%
Opportunity to supervise, influence and lead others	6%	4%
Opportunity to be in an organization that provides security	7%	5%
Opportunity to be creative	15%	13%
Opportunity to stay in present geographic location	4%	4%

*The full wording of each career anchor appears on page 31.

ly with each other and with administrators. For faculty in Low Morale colleges, the perception is the reverse. The environment at High Morale colleges is perceived as more supportive of faculty and their work than the environment at Low Morale colleges. Faculty at High Morale colleges report that they are more captivated with their work than do their counterparts at the Low Morale colleges. At High Morale colleges, the decision-making climate is perceived to be more participative, new ideas are more likely to be tried and considered, and people feel that risk-taking is more possible than they do at Low Morale colleges. Additionally, faculty at High Morale colleges perceive that their colleges engage in anticipatory planning to a greater extent than do their colleagues in Low Morale colleges.

The culture of an organization is pervasive. These results suggest that High Morale and Low Morale colleges appear to differ substantially on important cultural dimensions.

Career Anchors. People differ in the importance they place on various aspects of their work. Schein (1985) has pointed to "career anchors" as important ingredients in understanding work and workplaces. Career anchors are defined as work-related "needs, values, and talents" that are the primary underlying motivations for one's career (Schein, 1985). They are self-concepts that affect a person's career, because individuals will make choices based on their efforts to fulfill their needs and values. In order to understand the academic workplace, it is helpful to explore the career anchors that are important to faculty and the extent to which the fulfillment of various career anchors is perceived to be available in the academic workplace. The basic question is whether faculty members are finding that they can pursue and fulfill those goals and values that they hold most dear.

Career Anchors of Particular Importance. Adapting Schein's work on career anchors to our study of faculty, we gave respondents a list of nine possible career anchors. When asked to choose the one career anchor from this list which is most important to them, faculty in both the High Morale and Low Morale colleges identified several of the same career anchors. About one-fifth (21 percent in Low Morale colleges, 22 percent in High Morale colleges) identified freedom to choose their own work activities and to allocate their time as their primary career anchor. Also important to large proportions of both groups of faculty is the availability of a great variety of challenges, types of assignments, and work activities (chosen by about 18 percent of each faculty group). The opportunity to be of service to others was identified as primary by 19 percent of the faculty in High Morale colleges, but only 13 percent in Low Morale colleges. Fifteen percent of the faculty in Low Morale colleges chose the opportunity to be creative as primary (compared to 13 percent of those in High Morale colleges). Thirteen percent of each group selected as their primary career anchor the opportunity to become highly specialized and highly competent in a specific disciplinary area.

Table 2
Comparison of the Perceived Importance and Perceived Availability of the Career Anchors

CAREER ANCHORS	Low Morale Colleges		High Morale Colleges	
	Mean Score[a] Perceived Importance	*Mean Score[a] Perceived Availability*	*Mean Score[a] Perceived Importance*	*Mean Score[a] Perceived Availability*
Opportunity to be specialized	3.4	2.4*	3.4	2.7*
Freedom/Autonomy	4.0	3.4*	4.0	3.6*
Opportunity to be of service	4.0	3.8	4.0	4.0*
Opportunity to be identified with a particular college	3.2	2.8*	3.2	3.4*
Availability of a variety of challenges	3.7	3.3*	3.6	3.5*
Opportunity to supervise, influence, lead others	3.5	3.3*	3.4	3.5*
Opportunity to be in an organization that provides security	3.7	2.8*	3.7	3.5*
Opportunity to be creative	4.1	3.3*	4.0	3.6*
Opportunity to stay in present geographic location	3.4	3.6*	3.4	3.9*

[a]The scale on which the mean score is based ranged from 1 to 5:
1=Not at all, 2=To a very little extent, 3=To some extent, 4=To a great extent, 5=To a very great extent
*This symbol indicates that there is a statistical difference between perceived importance and perceived availability at the .05 level.

In sum, freedom, a variety of challenges, service, creativity, and specialization were identified most frequently as primary career anchors. As presented in Table 1, only slight differences are found between the two groups in regard to the proportions of faculty choosing each anchor as primary. Most noteworthy is the large proportion of faculty in High Morale colleges for whom being of service to others is primary. (See Table 1 for more details.)

Importance and Availability of Career Anchors. To what extent do faculty in the two institutional settings (low morale and high morale) find that the importance of the various career anchors is matched by their availability in the academic workplace? We asked respondents to evaluate the importance and the availability of the nine career anchors on five-point scales.** (See Table 2.)

For the faculty in Low Morale colleges, the importance of each career anchor always exceeds the perceived availability of the career anchor with one exception. The faculty in both High Morale and Low Morale colleges perceive that the opportunity to remain in their present geographic location is greater than the extent to which such geographic stability is important to them.

Comparisons of the importance and the availability of the career anchors has different results in the High Morale colleges. Just as in the Low Morale colleges, importance exceeds availability for the opportunity to be specialized, freedom (autonomy), the availability of a variety of challenges, security in the organization, and the opportunity to be creative. However, the faculty in the High Morale colleges perceive that the availability of identifying with a particular college is greater than their desire to do so, as is the opportunity to supervise and lead others and the opportunity to remain in their present location. They report that the importance of being of service to others is in balance with the availability of this career anchor.

Career Anchors More Available at High Morale Colleges. Without exception, each of the nine career anchors we listed was judged to be more available by the faculty at the High Morale colleges than by the faculty at the Low Morale colleges (see Table 2). Those career anchors perceived to be most available at the High Morale colleges were the opportunity to be of service (a score of 4.0 on a five-point scale where one equals "not available at all" and five equals "available to a very great extent"), opportunity to remain in the geographic location (score of 3.9), freedom/autonomy

**The comparisons presented here between the faculty in the High and Low morale colleges are based on the statistical tool of analysis of variance. Summary findings, not the detailed statistical results, are reported here.

(score of 3.6), and the opportunity to be creative (score of 3.6). Those anchors most available at the Low Morale colleges were the opportunity to be of service (score of (3.8), opportunity to remain in the geographic location (score of 3.6), and freedom/autonomy (score of 3.4).

While some of the same career anchors lead the list of availability in both morale situations, the overall finding is that these nine important career anchors are perceived to be more available by faculty in High Morale colleges.

Participation in Institutional Decision-Making. We were interested in faculty views about their involvement in institutional decision-making and particularly in differences in the perceptions of faculty in colleges distinguished by high morale and satisfaction compared with those of faculty in colleges where morale and satisfaction are relatively low. Five noteworthy findings are discussed here.*** (See Table 3.)

Desired Involvement Exceeds Perceived Actual Involvement. First, faculty desire involvement in decision-making pertaining to the college to a greater extent than they perceive that they are involved. We asked faculty to indicate on five-point scales the extent to which they think they should be involved in a variety of institutional decision-making areas and the extent to which they perceive they are involved. In both situations (High Morale and Low Morale colleges), desired involvement exceeds perceived involvement in the following areas: selection of academic courses and programs, determination of degree requirements, determination of admission standards and retention plans, departmental and institutional budgeting, such departmental policies as the selection and tenuring of faculty and the selection of department chairs, selection of senior academic leadership, representation on the Board of Trustees, determination of athletic policies, and institutional long-range planning.

In response to two general questions, faculty in both kinds of colleges studied indicated that, overall, they believe they

***As noted earlier, analysis of variance was used to compare perceptions of faculty in the Low Morale and High Morale colleges. Summary findings, not the detailed statistical results, are presented here.

Table 3

Comparison of Desired and Perceived Actual Levels of Involvement in Aspects of Decision-Making in Low Morale and High Morale Colleges

	Low Morale Colleges		High Morale Colleges	
AREAS OF DECISION-MAKING	*Mean Score[a] Desired Involvement*	*Mean Score[a] Perceived Actual Involvement*	*Mean Score[a] Desired Involvement*	*Mean Score[a] Perceived Actual Involvement*
Selection of academic courses and programs	4.6	4.1*	4.6	4.3*
Degree requirements	4.5	4.0*	4.4	4.1*
Admissions standards and retention plans	4.0	2.9*	3.9	3.1*
Departmental budgeting	4.0	2.9*	4.0	3.3*
Institutional budgeting	3.2	1.9*	3.1	2.3*
Departmental policies (selection of faculty, department chair and tenure decisions)	4.3	3.5*	4.3	3.7*
Selection of senior academic leadership	4.1	3.0*	3.9	3.2*
Representation on Board of Trustees	3.5	2.1*	3.2	2.2*
Athletic policies	3.2	2.3*	3.2	2.6*
Institutional long-range planning	4.1	2.8*	3.9	3.2*

[a]The scale on which the mean score is based ranged from 1 to 5:
1=Not at all, 2=To a very little extent, 3=To some extent, 4=To a great extent, 5=To a very great extent
*This symbol indicates that there is a statistical difference between desired involvement and perceived actual involvement at the 0.5 level.

should participate in decision-making concerning academic issues to a greater extent than they believe they do participate. Though the faculty believe they should participate in decisions on non-academic matters to a lesser extent than those concerning academic matters, desired involvement still is greater than perceived involvement in non-academic matters.

Areas of Greatest Actual and Greatest Desired Involvement. While the faculty in the Low and High Morale colleges differ in their levels of perceived involvement and desired involvement, the decision-making areas heading and ending the lists of activities in which faculty believe they *should* participate and those in which they believe they *are* involved are quite similar. In both kinds of colleges, decision-making areas which faculty believe they *should be* involved to a great extent and also believe they *are* involved to a great extent include the selection of academic courses and programs, determination of degree requirements, and the establishment of such departmental policies as selecting faculty and chairs and tenuring faculty. Given the list of decision-making activities we provided, both groups of faculty gave lower ratings for both desired and perceived actual faculty involvement to the determination of athletic policies, representation on the Board, and institutional budgeting.

Faculty in High Morale Colleges Report Greater Involvement. Faculty in High Morale colleges reported that they are involved in decision making to a greater extent than did their colleagues in the institutions with low morale. This pattern held for every kind of decision-making about which we inquired.

Faculty in Low Morale Colleges Desire More Involvement Than do Their Colleagues in High Morale Colleges. In most of the areas we tested, faculty in the Low Morale colleges indicated higher levels of *desired* involvement than did their colleagues in the High Morale colleges. Faculty in Low Morale colleges think they *should* be involved more than do those in High Morale institutions in the following areas of decision-making: degree requirements, admission standards and retention plans, institutional budgeting, selection of senior academic leadership, representation on the Board, and institutional long-range planning.

Generally, faculty participation in decision-making is perceived to be more extensive in colleges distinguished by high morale. On the other hand, faculty in Low Morale colleges generally believe they *should* be involved to a greater extent than do their colleagues in the High Morale settings. An explanation of these findings may be that faculty in Low Morale colleges feel the extent of their involvement in decision-making is a more pressing issue than do their colleagues in High Morale colleges who already participate more extensively.

Wider Gap Between Desired and Perceived Involvement for Faculty in Low Morale Colleges. In all areas of decision-making investigated, the gap between the extent to which faculty think they *should* be involved and the extent to which they perceive they are involved is greater for faculty in Low Morale, as compared to High Morale, colleges.

"Faculty participation in decision-making is more extensive in colleges with high morale."

Perception of Student Remedial Work and Faculty Tenure Decisions. We were interested in faculty perceptions of two issues receiving considerable attention in recent years. We asked faculty how hard they believe it is to gain tenure today as compared to five years ago. Among the faculty in the colleges with Low Morale, 45 percent perceive that it is now "somewhat" or "much harder," compared to 38 percent of the faculty with this view in the High Morale colleges. (Faculty who have not been at the college where they teach presently for at least five years were excluded from this question.)

Since many colleges are finding that their students need remedial attention, we were curious to learn how faculty assess the impact on their morale of assisting students with remedial work. The greater proportion of faculty in the Low Morale colleges reported a negative impact. Among these faculty, 35 percent perceive that helping students with remedial work diminishes their morale greatly or slightly (measured on a five-point scale) compared with 25 percent holding such views at the High Morale colleges. Within each type of college, a small group reported that working on remediation actually increased their morale slightly or greatly (15 percent at the Low Morale colleges, and 17 percent at the High Morale colleges, respectively).

Salary Ranges. While most of our questions to the faculty concerned their perceptions of various aspects of the academic workplace, we also asked respondents about their salaries from their colleges (with and without summer salary), their gross annual income from all sources, and their household's gross annual income from all sources. The accompanying table provides percentages comparing salary levels for faculty in the High Morale and Low Morale colleges. As a group, faculty in the High Morale colleges appear to earn more from their colleges than do their counterparts in the Low Morale colleges. Greater percentages of faculty in the High Morale colleges (as compared to those in the Low Morale institutions) indicated incomes in the upper ranges (see Table 4).

Table 4
Salary Ranges for Faculty in Low Morale and High Morale Colleges

SALARY RANGES	Low Morale Colleges	High Morale Colleges
Salary from institution, not including summer		
less than $20,000	19%	12%
$20,000-24,999	38%	33%
$25,000-30,999	27%	30%
$31,000-39,999	12%	19%
$40,000 and more	3%	7%
Salary from institution, including summer		
less than $20,000	15%	9%
$20,000-24,999	35%	27%
$25,000-30,999	31%	30%
$31,000-39,999	22%	28%
$40,000 and more	3%	10%
Gross annual income from all sources		
less than $20,000	10%	6%
$20,000-24,999	27%	23%
$25,000-30,999	29%	27%
$31,000-39,999	22%	28%
$40,000 and more	11%	17%
Household gross annual income from all sources		
less than $20,000	5%	1%
$20,000-24,999	9%	11%
$25,000-30,999	15%	11%
$31,000-39,999	20%	22%
$40,000 and more	52%	55%

Institutional Support for Faculty Vitality. The final two questions on the faculty survey were open-ended, encouraging respondents to reflect and brain-storm. What are the most successful ways in which your college currently supports faculty vitality? What suggestions do you have for how your college might improve as a place for faculty to work?

Though 23 percent of the 377 faculty members from the Low Morale colleges who wrote comments indicated that their institutions do not currently support faculty vitality in identifiable ways, those who did mention institutional support listed some of the strategies commonly cited by the faculty at the High Morale colleges. The availability of funds and activities to support faculty development was mentioned by 49 percent of those at the High Morale colleges who wrote comments and by 29 percent of those at the Low Morale institutions. Sabbaticals and leaves are in place at many colleges (mentioned by 20 percent in the High Morale group and 10 percent in the Low Morale group). Thirteen percent of those who wrote comments from each type of college mentioned general encouragement and support from administrators as a strategy used to support morale. Faculty in the High Morale colleges also listed activities for families as well as faculty, and opportunities for faculty input in decision-making as important means by which faculty vitality is encouraged.

When asked for suggestions for how their colleges might improve as places for faculty to work, the respondents at the two types of institutions provided similar ideas. Frequently mentioned by both groups were better salaries and benefits, promoting faculty development, better communication and trust between faculty and administrators, increasing the role of faculty in decision-making and reducing the teaching load. Faculty in the Low Morale colleges also suggested that their colleges could be improved as workplaces if the academic leadership were strengthened.

Summary

While the faculty in the High Morale colleges do not appear to differ substantially from their colleagues in Low Morale colleges in regard to personal characteristics and career background and patterns, these two groups of faculty do differ in their perceptions and evaluations of their colleges as workplaces. Comparison of the perceptions of faculty in High Morale and in Low Morale colleges suggests that colleges where faculty morale and satisfaction are relatively high have environments that are more collaborative, more supportive of faculty, and more supportive of risk-taking. Faculty at High Morale colleges seem more captivated and engaged with their work. New ideas are more likely to be tried rather than set aside or "buried" at such colleges, and anticipatory planning is more likely the norm. Furthermore, though the levels of desired involvement in decision-making exceed the levels of reported involvement for both groups of faculty, faculty at the High Morale colleges seem involved in decision-making to a greater extent. Also, the gap between desired and perceived involvement is narrower at the High Morale colleges.

Other differences are apparent between the High Morale and Low Morale colleges. While the relative importance of various career anchors is rather similar for both groups of faculty, the possibility of achieving or experiencing the career anchors we studied appears greater at the High Morale colleges.

In addition to these differences in cultural variables, the High Morale and Low Morale colleges differ in a very tangible way. Generally, faculty salaries appear higher at the High Morale colleges. Greater proportions of faculty in the High Morale colleges are earning salaries at higher levels than their colleagues in Low Morale colleges.

These differences do not indicate specifically what leads to high morale and satisfaction for faculty in liberal arts colleges. Rather, they suggest conditions and factors that seem related to morale and satisfaction. Throughout the data collected from both the short, focused questions and the open-ended questions, several themes emerged repeatedly: Factors related to morale include practices and attitudes of institutional leaders, the kind of support and encouragement provided to faculty by college leaders, the nature of communication and the kind of interactions between faculty and their colleagues and between faculty and administrators, and the extent to which faculty feel autonomy and freedom of expression. Also important in terms of morale and satisfaction are salary levels, workload, and the condition of the physical plant.

As part of our efforts to learn more specifically about conditions and factors related to higher levels of morale and satisfaction, we conducted visits at ten colleges identified through the survey as being characterized by relatively high faculty morale. The following paper discusses factors that appear linked to faculty morale and satisfaction in these colleges.

References:

Driver, M.J. "Career Concepts—A New Approach to Career Research." In R. Katz (ed.), *Career Issues in Human Resource Management.* Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Driver, M.J. "Career Concepts and Organizational Change." In C.B. Derr (ed.), *Work, Family and the Career.* New York: Praeger, 1980.

Schein, E.H. *Career Anchors: Discovering Your Real Values.* San Diego: University Associates, 1985.

Report on Institutional Case Studies

"High Morale and Satisfaction Among Faculty: Ten Exemplary Colleges"

R. Eugene Rice
University of the Pacific

When the Taskforce on the Future of the Academic Workplace in Liberal Arts Colleges first explored the possibility of doing a series of case studies of colleges where faculty satisfaction and morale are high, the first reaction was: are there any? The Taskforce had, in fact, been formed precisely because in the present educational climate the question is a reasonable one. Morale among faculty across the several sectors of higher education has become problematic in this period of enrollment decline, budget cuts, and retrenchment; it is in the liberal arts, however, that the concern has been most pressing.

Based on the survey of over 9,000 faculty (to which more than 4,200 faculty responded) in 142 liberal arts colleges, ten institutions were identified where the survey data on morale and satisfaction were consistently high. Even among the faculty of these schools, the open-ended questions on the surveys revealed the critical stance expected of faculty and the occasional chronic grump. The site visits, however, found the faculties of these ten colleges deeply committed to their work and enthusiastically supportive of their institutions and the distinctive mission of each; the levels of satisfaction and morale were even higher than expected.

The extensive reports on the site visits, compiled by teams of individuals noted nationally for their work on faculty issues, revealed several distinctive characteristics common to these exceptional institutions that can be directly linked to the high satisfaction and moral of faculty.

Faculty morale and satisfaction are supported at all of these exemplary colleges by four key features. First, they all have *distinctive organizational cultures* that are carefully nurtured and built upon. Second, they each have strong, *participatory leadership* that provides direction and purpose while conveying to the faculty the empowering conviction that the college is theirs. Third, all of the colleges have a firm sense of *organizational momentum*—they are institutions that are "on the move," a number are marked by what Burton Clark has called "a turnaround saga." Finally, the faculty of these ten colleges have an unusually compelling *identification with the institution* that incorporates and extends the other three characteristics contributing to high satisfaction and morale. These primary features are complemented by a cluster of secondary elements that were also found to be important contributors to high faculty morale and satisfaction; these will be delineated below.

The ten liberal arts colleges characterized by this particular kind of excellence are (see Appendix 2 for full information):

Eastern Mennonite	Nebraska Wesleyan
College of Notre Dame	Simpson
Gordon	Smith
Greenville	Saint Scholastica
Lenior-Rhyne	William Jewell

Distinctive Organizational Culture. Long before the field of organizational behavior became enamored with the symbolic in the functioning of American corporations, the leadership in liberal arts colleges across the nation were fully aware of the power and significance of organizational culture in the life of an educational institution. In almost every case, the liberal arts colleges were founded for the primary purpose of preserving and perpetuating distinctive cultures. Recently, however, the pragmatic concern for basic survival among some, and market share and the "competitive edge" among others, has lead many private colleges to neglect the distinctive cultural missions that gave to these organizations their *raisons d'etre.* The single most important hallmark of each of the ten colleges chosen as case studies is a clearly articulated mission and a very distinctive culture.

These are organizations with strong, penetrating cultures. They share with most other liberal arts colleges several intrinsic advantages that strengthen culture: their relatively small size, interdependent parts, and long history—they have traditions on which to build. What is special about these cultures, however, is their coherence. They say what they do, in very clear terms, and then, do what they say. A coherent culture permeates the fabric of the institution; you hear the same stories—the college lore—whether talking to the chairman of the board, a mathematics professor, a freshman, or the campus police.

The majority of the colleges are religious in character; they have their cultural roots in firm theological soil. They know where they came from, and that sense of history shapes the present, and informs their planning for the future. These colleges stand out from others, however, in that their particularity—their distinctive values and commitments—is combined with an openness, a genuine respect for difference. Cultural particularity can undermine faculty morale and satisfaction if it erodes academic freedom and discourages the kind of critical thinking and dissent that is required for the intellectual and ethical development of students in a liberal arts context. Cultural distinctiveness is not enough; it is that delicate balance between particularity and openness that makes these colleges special.

As the study of corporate cultures has shown, distinctive organizational cultures do not need to be explicitly religious. Eastern Mennonite, Nebraska Wesleyan, St. Scholastica, and William Jewell have ties to religious communities that are clear, direct, and assiduously nurtured.

Smith, on the other hand, has forged its uniqueness out of the challenge of providing a distinguished education for exceptional women, at a time when many other selective women's colleges have become co-educational. This resolute focus on the education of women is balanced, again, by a strong emphasis on diversity and the honoring of dissent.

The power of organizational culture is made evident and reinforced through events and structures that are heavily laden with the symbolic—the stories that are told, the people honored, the ceremonies and rituals, the personnel policies, and the architecture. Particularly indicative among the ten colleges chosen for study are the rituals and the architecture; the following are examples.

Ritual. Greenville College has a series of ceremonial events running through the academic year that rehearse and underscore the core commitments that sustain the college. These begin with an annual fall fellowship that includes faculty, staff and spouses, and lasts for three days at an off-campus site. Faculty refer to it as a high point in the year's activities and one that bonds members of the community together. Following commencement, Greenville has an Ivy Cutting Ceremony that goes back to the turn of the century. The graduates assemble in a large circle linked together by strands of ivy. Following a brief presentation, the president, in the center of the circle, cuts the ivy between each member symbolizing the movement of the class away from the campus and into the world, with each retaining a part of that which bound them together in a common circle. Among the colleges with high faculty morale, ceremonies and rituals retain their vitality and have often been infused with new meaning. Some ceremonies have been recently revived after falling into disuse or trivialized.

Architecture. Decisions to restore or replace important buildings on a campus can be enormously divisive; it can also be an opportunity to make a significant cultural statement. At Simpson College, the decision to save and restore College Hall, the oldest building on campus, took on symbolic proportions that went well beyond considerations of cost and design. Following considerable struggle between the various constituencies of the College, the beautifully restored 1869 building is now contributing to the recovery of a sense of historical perspective on the college. The roots of the institution are celebrated in rooms dedicated to the memories of Bishop Matthew Simpson, founder of the college, and George Washington Carver, Simpson's most famous alumnus. The recognition of Carver, particularly, underscores the institution's commitments to social justice and inclusive pluralism. These historic reminders sit adjacent to the Admissions Office, tying the orientation of new students to a special set of values and a particular sense of historical community.

At several of these colleges distinguished by the high morale and satisfaction of their faculties, major buildings on campus are named after faculty members who have been revered by generations of students and whose lives exemplify the core values of the institutions. This stands in sharp contrast to the widespread practice of using the naming of buildings as a contribution incentive in capital campaigns. This symbolic gesture gives special dignity to the faculty role and is a clear statement of institutional priorities.

Focus on Students. These colleges with high faculty morale have a cultural commitment to the student—the development of the whole person—that becomes the pivot around which everything else turns. For faculty, this priority in the culture of the colleges makes the role of teacher and the relationship to students unequivocally primary. While faculty in other institutions struggle with competing demands of multiple roles and ambiguous standards of evaluation—particularly around the relationship between research and teaching, the faculty of these colleges know that their vocation is teaching and that that role is central to the special mission of their institutions. Disciplinary research, community service, and governance activities are valued, but valued in relation to this primary agenda.

"At colleges with high morale, ceremonies and rituals retain their vitality."

The notion of community plays a large role in the self-understanding of these colleges, and at most of them the family metaphor is invoked frequently and without embarrassment. The community or metaphorical family is not, however, an end in itself, a parochial condition that can lead to a crippling localism and faculty stagnation. In each case there is a larger purpose—defined in a variety of distinctive ways—focusing on the education of students and their place in a broader world.

Participatory Leadership. Early on in the project, it was clear that strong, effective leadership was going to be a key factor in maintaining faculty morale. In accord with some of the most recent research on academic leadership, it was assumed that a variety of leadership approaches would work, that what was important was managerial competence. We expected that the deans and presidents of a number of the colleges would be participatory in their leadership styles, but that others could be more hierarchical in approach if especially effective and productive. This assumption was not supported by the case studies. Every one of the ten colleges with high morale and satisfaction had a leadership that was aggressively participatory in both individual style and organizational structure.

Strong Leadership/Flat Hierarchy. The case studies reveal what on the surface appears to be a contradiction. Our exemplary colleges have at the same time forceful leadership and an organizational structure that minimizes hierarchical distinctions. The powerful influence of the president on the life of the college is a topic frequently raised in campus interviews. At William Jewell, Simpson, Gordon, and Nebraska Wesleyan, the presidents were commended for almost single-handedly turning the institutions around. Strong deans were given credit for holding colleges together in difficult times. At the same time, most of the colleges have intentionally structured a flat hierarchy. In the religiously affiliated schools a common theme, comfortably articulated, is "administrator as servant." At Eastern Mennonite this orientation is firmly embedded in the Anabaptist history of the college; brotherhood, service, and humility are institutionalized in a school where leadership is shared and decision-making is largely consensual. At Greenville, the Faculty Handbook explicitly states: "the distinction between instruction and administration are meant to be only those of function and suggest no hierarchy of value related to the respective duties of each group." The site visitors to Greenville concluded: "It is not the great leader but the teaching faculty/administration faculty 'family' that sets the tone for the institution."

Empowering Leaders. In these institutions, power is not seen as a zero-sum game. In Rosabeth Kanter's terms, "power begets power." Those in positions of influence give power away. They share authority and in so doing empower others and enhance the effectiveness of their organizations as a whole. Deans in these liberal arts colleges play a particularly important role here. During the site visits, faculty continually commented on the capacity of the deans to express gratitude and extend recognition for contributions made. The ability to say "thank you" goes a long way.

Willing to Share Information. The respect for faculty and the sense of trust that permeates these institutions are fostered by the sharing of important information. Detailed data and the complexities of institutional decisions are communicated in open forums. Faculty are heard on critical issues and debate details not only with the appropriate administrators, but among themselves. The depth of understanding mitigates against polarization. Much of this has to do with size and the willingness to meet frequently—some would say incessantly—as a faculty-of-the-whole. Even in institutions where faculty salaries are exceptionally low (and this is true of several of these colleges), there is the confidence that, given the resources available a good faith effort is being made, and thus morale is not diminished.

Faculty Leadership and Trustees. Colleges with low morale have faculty who are institutionally disengaged. The ten colleges being considered here, in contrast, have faculty members who take major leadership roles in their institutions; they are actively involved in the making of key decisions in their colleges. Individually, these faculty leaders are frequently strong people with impressive charismatic qualities who serve as mentors of younger faculty and administrators, as well as students. Faculty leadership in these colleges, however, is not only a matter of individual strength; it is a structural phenomenon. At Smith College, there is a Faculty Council consisting of five faculty members—representing the principal governance committees—that meets regularly with the Board of Trustees, the President, and the Dean of the Faculty. At Simpson, the chairs of the budget, educational policy, and personnel committees serve as representatives to the Board of Trustees.

At these colleges, the relationship of the faculty to the board of trustees is particularly telling. The "sense of ownership" of and influence in the institution on the part of faculty is a corporative reality. In some of these institutions the connection with the members of the board of trustees extends well beyond formal roles. Board members are regarded as part of the community where they interact with faculty in ways that are open and direct, unmediated by a defensive administration.

Authority, Not Domination. Georg Simmel, the influential German social theorist, made a distinction between authority and domination: with authority being embedded in communities of mutuality and interdependence; and domination being hierarchically bureaucratic, impersonal, and alienating. The ten exemplary colleges have leaders who have authority, but do not dominate in Simmel's sense. The terms most often used to describe administration/faculty relationships across the ten campuses are telling: trust, openness, fairness, integrity, respect for one another, caring, a "truthful" atmosphere, lack of antagonism, concerned, personal, responsible, and accessible.

Organizational Momentum. That organizational culture and leadership should make a critical difference in the level of faculty morale and satisfaction is not particularly surprising to those acquainted with the literature in the field. What is striking about these case studies is that all ten colleges have a sense of momentum; they are colleges that are "on the move." And, this sense of organizational momentum appears to be related directly to individual faculty satisfaction and group morale.

Much has been written recently about faculty who see themselves as "stuck" in mid-career. This is related to the short career ladder in the profession and the lack of mobility in the liberal arts, particularly. Faculty members can be full professors at the age of forty and have no place to go, in their own colleges or elsewhere—stuck in the same place and with the same colleagues for the next thirty years. This study suggests that an individual's sense of career momentum is related to institutional momentum. The faculty in the ten colleges being studied have relatively high morale and satisfaction in part because they are in colleges where there is a sense of momentum. When faculty being interviewed were asked about their own vitality and that of their

colleagues, they would frequently turn to a discussion of the vitality of their institutions and the sense of motion that permeated their colleges. At William Jewell, for instance, the College was seen as "on the up-swing"; at St. Scholastica, the President was given credit for the sense of "forward motion"; and at Lenoir-Rhyne, regular reference was made to the rise in quality and the new academic standards.

"Turnaround saga." Several of the colleges have developed what can be referred to as a "turnaround saga." The colleges faced adversity, overcame the challenge, and are now moving forward. The story repeated frequently at Simpson reminds one of the Phoenix myth. Shirley M. Clark, the head of the visiting team, reports that the President emerged "as the popular organizational leader-hero who played a central role in setting the college on its feet financially, raising faculty salaries, and restoring and extending traditions to increase the sense of community...." In the words of Simpson faculty: "now we're poised, ready to break out," "this is a place that believes in itself again," "the school has momentum," and "we're a good school getting better all the time."

Collective Projects. Much of the momentum in these colleges has been initiated and sustained by carefully designed projects that either accentuated the direction in which the institution was already moving or ventured into areas that are academically non-traditional. William Jewell and Lenior-Rhyne chose the traditional route, developing programs that called for a new emphasis on academic excellence and the raising of standards. The College of Notre Dame, St. Scholastica, Simpson, and Smith introduced innovative programs that drew into the college a new student population. Both strategies involved faculty and rallied their support, introduced new opportunities for growth and change, and moved the institutions ahead through a collective academic effort.

The close relationship between organizational momentum and faculty morale is clearly evident in the case studies of this project. The relationship is particularly intriguing, however, because of the questions it raises: Will faculty morale decline with the loss of momentum? How can organizational momentum be sustained? Can you have momentum without growth? And in contrast to nature, is perpetual motion possible in organizational life; or, is a decline in morale inevitable?

Identification with the Institution. The fourth of the major institutional characteristics that was found to correlate with high faculty morale and satisfaction focuses on the faculty themselves and builds upon the other three primary correlates. The members of the faculty of all ten exemplary colleges have an unusually strong identification with their institutions.

Particularly striking is the congruence found between the individual faculty member's commitments and goals and those of the college. Much of this has to do with the distinctiveness of each college's organizational culture and the ability of the leadership not only to articulate what is unusual about the particular institution, but also to build that distinctiveness into the everyday operations of the college.

Selection Process. This inordinately strong identification with the institution begins with the way faculty are initially recruited and screened for appointment to the college. In most of the ten colleges, this is an elaborate process of mutual selection. Faculty are recruited not merely into an educational institution, but into a community with definitive values and goals. The time spent on campus by the applicant is extensive and intense, usually involving not only meetings with faculty, but a classroom presentation to students, a session with the president, and, frequently, time with faculty spouses. Faculty are regularly selected from those already well acquainted with the college and its values. At the College of Notre Dame, for instance, 38 percent of the present college staff-faculty and administrators are graduates of the institution. Joseph Katz, the leader of that case study team, reports:

> Several faculty with whom we talked described their joining the college as faculty as 'coming home.' The team did not get the impression that so large a percentage of graduates among the faculty led to intellectual or social inbreeding. It seems instead to have infused fresh vitality into the spirit of community, and the graduates bring back to the college the fruits of their lives, work, and studies in other settings in other parts of the country.

Collaboration and Focused Support, Not Competition. The identification of faculty with the colleges in these case studies is enhanced by the minimizing of competition and the emphasis on collaboration. Faculty can afford to identify with the organization because it is an environment in which individuals are encouraged and supported rather than being constantly threatened with potential loss. This stands in sharp contrast to the experience of faculty in many other colleges, particularly in this period of unpredictable enrollments and impending retrenchment. Because the leadership in the ten exemplary colleges is primarily participatory in style and decision-making is collaborative, there is reason for the faculty to believe that the institutions are theirs and identification is made easy.

Faculty also identify with the institution because the reward systems in these colleges minimize competing loyalties. In the majority of colleges and universities today, the academic profession is torn by the competing demands of and allegiances to disciplinary, institutional, and external responsibilities. In the ten colleges under study, faculty make contributions to their disciplines, but their disciplinary careers do not compete for time with their in-

stitutional careers; the priorities are clear. The same can be said for their external careers, their consulting with outside agencies. This work is also valued in relationship to the faculty members' responsibility to students and the college.

Because of its peculiar distinctiveness, Smith College is difficult to fit into any list of generalized statements about academic institutions. It has a faculty that is known for its intellectual diversity and takes pride in its capacity to articulate conflicting points of view. Smith has dealt creatively, however, with the professional tensions built into the careers of faculty in a highly selective institution. Teaching, scholarship, and service are thoughtfully balanced in a tenure and promotion process for which the faculty have full responsibility. As other colleges on the exemplary list attempt to sustain their momentum by pressing for higher standards and an agenda of "academic excellence" as it is traditionally understood (e.g., more faculty research, publications, and "national visibility"), the high faculty morale and satisfaction that they presently enjoy could actually be threatened. The governance and faculty evaluation processes developed over time at Smith could be instructive.

Other Factors Contributing to Faculty Satisfaction and Morale. The case studies provided a wealth of information about other ways of supporting faculty morale and satisfaction. These will be explored in depth in another context. It is clear, however, that *faculty development programs* can make a significant difference. The "growth contract" developed and refined at Gordon College is a striking example. More needs to be written about the *broader definition of scholarship* that has emerged in these colleges; it allows individual faculty to build on their strengths and the institution benefits.

Special attention ought to also be given to the *institutional policies* that sustain faculty morale and satisfaction. At several of the colleges, policies are tailored for faculty at different career stages and ages. In addition, it should be noted that the sense of *colleagueship* found in these colleges is very important in making faculty feel good about their work and their institutions. Finally, a number of the colleges have a special *tie to the local community* that enhances faculty satisfaction and morale. For example, faculty at Lenior-Rhyne are highly respected in the community of Hickory, North Carolina. They are seen not only as significant contributors to the College, but to the quality of life in the local community as well. This special relationship, while contributing to the college and the town, also enriches the lives of individual faculty members.

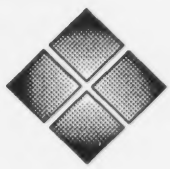
Conclusion. In research on the industrial workplace, the relationship between job satisfaction and productivity is not immediately evident; satisfied workers are not always the most productive. In the liberal arts college, however, where the primary focus is on student learning and the development of the student in a wholistic sense, the satisfaction of faculty—in fact, the excitement of faculty about their work—is a critical factor in the advancement of educational quality.

This report has only begun to touch on the rich material to be gleaned from the case studies; there is much that remains to be done. In addition, the work on the ten exemplary colleges needs to be integrated with the survey data and contrasted with what we have learned about the colleges with low morale and satisfaction. The drawing together of the various segments of the project on The Future of the Academic Workplace in Liberal Arts Colleges will provide information on faculty and the organizational contexts in which they work that should be useful not only to the independent colleges that are the focus of the study, but wherever faculty work in organizational settings.

Tabulation of Faculty Responses to Survey

1. Summary Data

The Future of the Academic Workplace in Liberal Arts Colleges



This document reports the results of a survey of more than 4,200 faculty from 142 private liberal arts colleges. The survey is part of a project called "The Future of the Academic Workplace in Liberal Arts Colleges," which is sponsored by The Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, D.C., 20036

Summary Data:

Number of Colleges Participating in Study: 142
Number of Faculty Surveyed: 9,204
Number of Faculty Respondents: 4,271
Percentage of Faculty Respondents: 46%

Note: *In the text, large bold numbers represent study data; data are reported either as means or as percentages, depending on the nature of the question. For data enclosed in circles, the second smaller number represents the standard deviation.*

Data reported are based on the number of actual respondents to each question. The number of missing data varies, of course, with each question.

9/87

I. Career Patterns and Issues

1. People have a variety of conceptions of their career or vocation. Listed below are several descriptions of possible goals and vocational commitments that one might have. For each goal listed, indicate by circling the appropriate number the extent to which it describes the way you envision your career or vocation.

	Not at all / To a Very Little Extent / To Some Extent / To a Great Extent / To a Very Great Extent
a. **Intermittent**—I expect that I will have a diverse work experience. I expect my working years will involve continued college-level teaching combined simultaneously with additional work outside higher education. Or, I may intersperse periods of college teaching with other periods during which I work primarily outside academe.	**2.9**/1.3 — 1 2 3 4 5
b. **Steady State**—I expect that I will live out my vocation as a faculty member at the college where I currently teach or at a similar liberal arts college. I have a strong commitment to contributing to this kind of college.	**4.1**/1.1 — 1 2 3 4 5
c. **Linear-Research**—During the course of my career, I hope to move from a faculty position at a small college to a faculty position at a research university.	**1.8**/1.0 — 1 2 3 4 5
d. **Linear-Administrative**—During the course of my career, I hope to move from a faculty position into some administrative work at this college or at another college or university.	**2.1**/1.2 — 1 2 3 4 5
e. **Spiral**—I expect to continue working in higher education (either at this institution or another), but I hope the particular responsibilities and roles I undertake will be diverse over the years. I am interested in using my abilities in various ways as opportunities arise.	**3.6**/1.1 — 1 2 3 4 5

2. Now please choose the one description above that most matches the way you envision your career or vocation. Please note the letter of that description here.

a = **19%** _____ b = **46%** _____ c = **4%** _____ d = **4%** _____ e = **27%** _____

1

I. Career Patterns and Issues

3. Which item most closely approximates your employment history since young adulthood? (Choose only one.)

38% a) Have worked regularly since young adulthood as a college faculty member, in no more than 2 colleges. _____

14% b) Have worked regularly since young adulthood as a college faculty member but have worked in more than 2 colleges. _____

40% c) Had at least 5 years of work experience outside of higher education before moving into higher education as a faculty member. _____

2% d) Have been a college faculty member periodically but with periods of unemployment for personal reasons. _____

7% e) Have been a college faculty member periodically but interspersed with periods of work outside higher education. _____

4. If you had the opportunity to go back in time, would you choose to be a faculty member again?

56% a. Yes, most definitely. _____
28% b. Yes, probably. _____
10% c. I am not sure. _____
4% d. No, probably not. _____
1% e. No, definitely not. _____

5. If your response to Question 4 was "no" (d or e), what career and field would you choose instead ? _____

_____

6. How hard is it to gain tenure at your college today compared to 5 years ago? (If you have not been at your college for at least 5 years, check here 29% and go on to question 7.).

16% a. It is now much harder. _____
27% b. It is now somewhat harder. _____
25% c. It is about the same. _____
2% d. It is now somewhat easier. _____
1% e. It is now much easier. _____

7. How many *different courses* do you teach, on the average, during an academic year? 5.4/2.3 _____

8. What is your average course load each semester? (If you teach two separate sections of the same course, count them as two courses.)
4.5/4.0 _____

9. Approximately how many hours per week do you spend on your work as a faculty member? 46.8/13.7 _____

I. Career Patterns and Issues

10. Indicate below in Column A the average number of hours per week that you spend on each of the activities listed. Then in Column B, indicate with a check approximately how much time you think you *ought to be spending* on each activity. Then in Column C, indicate with a check approximately how much time you *really would like* to to be spending on each activity.

Note: The data in Column A represent the mean number of hours spent by those who reported spending at least one hour on the activity. The n noted to the left of Column A for each item indicates the number of respondents who spend at least one hour on each activity. Percentages in Columns B and C are based on all respondents.

	Column A: Hours of Work Time You Actually Spend Per Week	Column B: Amount of Time You Think You Ought to Be Spending			Column C: Amount of Time You Really Would Like to Be Spending		
		1 Less	2 Same	3 More	1 Less	2 Same	3 More
a. Contact hours in classroom (n =3636)	12.2/4.6 ☐	28%	67%	5%	38%	53%	8%
b. Preparation for teaching (n =3957)	14.7/8.7 ☐	14%	48%	38%	25%	35%	40%
c. Scheduled office hours (n =3912)	7.9/5.8 ☐	11%	79%	9%	21%	71%	8%
d. Advising students (on matters unrelated to a specific course) (n =3923)	3.5/3.1 ☐	7%	72%	21%	12%	62%	26%
e. Engaging in remedial work with individual students (n =3095)	2.6/2.3 ☐	12%	60%	28%	26%	54%	20%
f. Service to college (i.e., committee work, working with student groups) (n =3974)	4.0/3.6 ☐	25%	64%	12%	39%	51%	10%
g. Service to community (n =2480)	2.7/2.9 ☐	3%	52%	46%	6%	50%	44%
h. Service to a church (n =2236)	3.5/4.0 ☐	2%	64%	33%	4%	60%	36%
i. Research, scholarly, or creative work (n =3401)	6.1/6.3 ☐	2%	19%	79%	2%	14%	84%
j. Consulting (n =1341)	3.4/4.5 ☐	3%	60%	37%	4%	49%	47%
k. Administrative work. Please specify _____ (n =2132)	8.7/8.9 ☐	20%	61%	18%	37%	51%	12%

11. Some students today need remedial work when they reach college. If you assist students with remedial work (either in class or individually), indicate below how this affects your morale. (If you do not assist students with remedial work, check here 27% and go on to the next question.)

7% It diminishes my morale greatly. ____
25% It diminishes my morale slightly. ____
26% It does not affect my morale. ____
11% It increases my morale slightly ____
5% It increases my morale greatly. ____

☐ 3

I. Career Patterns and Issues

12. If you were to receive as discretionary time an additional ten hours a week with the provision that it be spent on work, on which of the following activities would you choose to spend that time? Indicate only your first choice (1), second choice (2), and third choice (3) by writing 1, 2, or 3 in the appropriate spaces.

Note: Percentages indicate those respondents choosing an item as a first, second, or third choice.

63% a. Preparing for teaching by reading and studying _____

2% b. Serving on a college committee _____

62% c. Conducting research and/or writing _____

15% d. Consulting activities _____

27% e. Reviewing student work, advising or talking with students about substantive matters, or diagnosing student needs _____

8% f. Talking with other faculty members about research _____

4% g. Working with a professional organization to change conditions of employment _____

19% h. Meeting with your department head or dean to improve the curriculum or the teaching in your field or talking with other faculty about teaching _____

56% i. Catching up on your professional reading _____

7% j. Serving on a committee or in an office for a professional association in your discipline or field _____

15% k. Just thinking, reflecting _____

10% l. Although the provision is that I spend the time on work, I would prefer to spend it on my leisure or hobbies _____

8% m. Other _____ _____

II. PARTICIPATION IN INSTITUTIONAL DECISION-MAKING

1. Faculty members are involved in many ways in shaping their institutions. Listed in the chart below are a number of areas in which faculty might be involved. For each item in Column A indicate the extent to which you think faculty *should* be involved at your college. In Column B indicate the extent to which you think faculty *are* involved at your college.

2. Overall, to what extent do you feel you participate in decision-making *concerning academic issues* at your institution?
   (1) _____ Not at all
   (2) _____ To a Very Little Extent
   (3) _____ To Some Extent
   (4) _____ To a Great Extent
   (5) _____ To a Very Great Extent

3.3/1.0 ☐

	Column A: Extent to Which You Think Faculty *Should* Be Involved		Column B: Extent to Which Faculty at Your College *Are* Involved	
	1 Not at all … 5 To a Very Great Extent		1 Not at all … 5 To a Very Great Extent	
a. Selection of academic courses and programs	4.6/.6	☐	4.2/.8	☐
b. Degree requirements	4.5/.7	☐	4.0/.9	☐
c. Admission standards and retention plans	4.0/.9	☐	3.0/1.0	☐
d. Departmental budgeting	4.0/.9	☐	3.0/1.1	☐
e. Institutional budgeting	3.1/1.0	☐	2.1/1.0	☐
f. Departmental policies, including selection of faculty, department chair, and tenuring of faculty	4.3/.8	☐	3.6/1.1	☐
g. Selection of senior academic leadership	4.1/1.0	☐	3.1/1.2	☐
h. Representation on Board of Trustees	3.4/1.2	☐	2.2/1.2	☐
i. Athletic policies	3.2/1.1	☐	2.4/1.0	☐
j. Institutional long-range planning	4.0/.9	☐	3.0/1.1	☐

3. Overall, to what extent do you think you *should* be involved in decision-making *concerning academic issues* at your institution?
   ___1. Not at all ___4. To a Great Extent
   ___2. To a Very Little Extent ___5. To a Very Great Extent
   ___3. To Some Extent

4.1/.7 ☐

4. Overall, to what extent do you think you participate in decision-making *concerning non-academic issues* at your institution?
   ___1. Not at all ___4. To a Great Extent
   ___2. To a Very Little Extent ___5. To a Very Great Extent
   ___3. To Some Extent

2.4/.9 ☐

5. Overall, to what extent do you think that faculty members *should* be involved in decision-making *concerning non-academic issues* at your institution?
   ___1. Not at all ___4. To a Great Extent
   ___2. To a Very Little Extent ___5. To a Very Great Extent
   ___3. To Some Extent

3.2/.7 ☐

☐ 5

III. Evaluating the Performance of Faculty

A faculty member's effectiveness is gauged or judged on a number of factors. In Column A, indicate the extent to which you use each item to evaluate your effectiveness and performance as a faculty member. In Column B, indicate the extent to which you think your college uses each item to evaluate your effectiveness and performance.

	Column A: Extent to Which *You* Use Each Item to Evalute Your Effectiveness		Column B: Extent to Which You Think *Your College* Uses Each Item To Evaluate Your Effectiveness	
	Mean/SD		Mean/SD	
1. Number of students enrolled in your classes	2.7/1.0		3.0/1.1	
2. Students' ratings of faculty	3.5/.9		3.8/1.0	
3. Reports from class observation by administrators/ department chairs	2.7/1.2		2.9/1.3	
4. Publications and/or presentations at professional meetings	2.9/1.1		2.9/1.0	
5. Self-assessment of your performance	4.1/.9		2.6/1.1	
6. Leadership activities in one's field or discipline	3.2/1.0		3.0/1.0	
7. Involvement in college committees	2.9/.9		3.4/.9	
8. Service contributions to the community where the college is located	2.7/1.1		2.7/1.0	
9. Involvement with students outside of class (e.g., clubs, informal associations)	3.0/1.0		2.8/1.0	
10. Time spent advising students	3.4/.9		3.0/1.0	
11. Years of service to the college	2.8/1.1		3.0/1.1	
12. Teaching awards	2.9/1.2		3.1/1.1	
13. Quality as a religious role model for students	2.7/1.4		2.7/1.3	
14. Consulting activities	2.4/1.1		2.2/1.0	
15. Involvement in college events	2.8/1.0		3.0/1.0	
16. Quality as a character role model for students	3.7/1.0		3.2/1.1	
17. Review of course requirements and syllabi	3.6/1.0		2.9/1.0	
18. Review of grade distribution over time	2.8/1.0		2.8/1.0	

Not Applicable N | Not at all 1 | To a Very Little Extent 2 | To Some Extent 3 | To a Great Extent 4 | To a Very Great Extent 5

IV. Satisfaction

1. Indicate the extent of your agreement with each statement below by circling the appropriate number.

	Disagree Strongly 1	Disagree 2	Neutral 3	Agree 4	Agree Strongly 5
a. I am generally satisfied with the kind of work I do in my position.			4.1/.8		
b. Other professors at my college often think of leaving.			3.1/1.1		
c. Most faculty at my college show considerable enthusiasm for the college.			3.5/.9		
d. Overall, the faculty at my college feel that the administration is doing a good job.			3.0/1.1		
e. Most faculty members at my college are very satisfied with their work.			3.4/.8		
f. I frequently think of leaving this position.			2.5/1.3		
g. The overall sense of well-being of faculty at my college is very high.			2.9/1.0		
h. The level of mutual trust and respect among the faculty at my college is low.			2.6/1.1		
i. The faculty at my college spend a lot of time discussing problems in their work.			3.3/1.0		
j. Faculty at my college attend many non-required college-related functions.			3.1/1.1		

Overall Satisfaction: 3.5/.7

Overall Morale: 3.1/.7

V. Importance of Work Experience

1. People differ in the importance they place on various aspects of their work. In Column A below, indicate the *importance to you* of each item being present in your work. Then in Column B, indicate the extent to which you think each item *is available* in your work at your college.

	Column A: Importance to You of Having Each Item Present in Your Work						Column B: Extent to Which Each Item *is* Available in Your Work at Your College					
	N Not Applicable	1 Not at all	2 To a Very Little Extent	3 To Some Extent	4 To a Great Extent	5 To a Very Great Extent	N Not Applicable	1 Not at all	2 To a Very Little Extent	3 To Some Extent	4 To a Great Extent	5 To a Very Great Extent
a. The opportunity to become highly specialized and highly competent in a specific disciplinary area	3.4/1.0						2.6/1.0					
b. Freedom to choose my own work activities, my hours, and so forth	4.0/.8						3.5/.9					
c. The opportunity to be of service to others	4.0/.8						4.0/.8					
d. The opportunity to be identified with a particular college and the prestige that accompanies that college	3.2/1.1						3.1/1.1					
e. The availability of a great variety of challenges and types of assignments and work responsibilities	3.6/.9						3.4/1.0					
f. The opportunity to supervise, influence, and lead others	3.5/1.0						3.4/1.0					
g. The opportunity to be in an organization that provides security through guaranteed work, benefits, a good retirement, and so forth.	3.7/1.0						3.2/1.0					
h. The opportunity to create or develop something that is entirely my own idea	4.0/.9						3.4/1.0					
i. The opportunity to remain in my present geographic location rather than moving for a new professional appointment.	3.4/1.3						3.7/1.1					

2. From the list above (items a—i), choose the one aspect of work that is *most important* to you. Please note the letter of the item here: _____

a — 13% ___
b — 21% ___
c — 16% ___
d — 2% ___
e — 17% ___
f — 6% ___
g — 5% ___
h —15% ___
i — 4% ___

8

VI. The Culture of Your College

The culture of a college involves many dimensions and is unique to that college. For questions 1 through 7 below, circle the number on each scale that characterizes your college.

1. To what extent are people (faculty and administrators) encouraged to be collaborative?

   Environment is collaborative ___ 1 2 3 4 5 ___ Environment is individualistic

   3.0/1.1

2. To what extent is the environment supportive of faculty members and their work?

   Supportive _____ 1 2 3 4 5 ___ Nonsupportive

   2.7/1.1

3. To what extent are faculty at your college captivated by their work?

   Disengaged _____ 1 2 3 4 5 ___ Captivated

   3.3/.9

4. How would you describe the decision-making climate at your college?

   Participative _____ 1 2 3 4 5 ___ Nonparticipative

   3.0/1.2

5. What happens to new ideas?

   Carefully considered and tried whenever practical _____ 1 2 3 4 5 ___ Killed off quickly by administrators or committees

   2.9/1.0

6. To what extent are people encouraged to take risks?

   Risk-taking rewarded _____ 1 2 3 4 5 ___ Playing it safe is rewarded

   3.5/1.0

7. To what extent is the college concerned with planning for the future?

   Anticipatory planning _____ 1 2 3 4 5 ___ Crisis planning

   2.6/1.3

9

VII. Demographic Data

1. What is your faculty rank?

1%	Lecturer	____
8%	Instructor	____
31%	Assistant Professor	____
29%	Associate Professor	____
30%	Professor	____
0%	Emeritus Professor	____
1%	Other	____

2. What is the nature of your appointment?

28%	Tenure-track but not yet tenured	____
54%	Tenured	____
17%	Non-tenured track appointment	____
1%	No tenure at college	____

3. How many years have you been a college faculty member (including this year but *not* including any years as a teaching assistant)?

13.9/9.2 [ ]

4. How many years have you been a college faculty member at the college where you currently teach (including this year)?

11.4/8.9 [ ]

5. Did you attend a liberal arts college (rather than a university) as an undergraduate?

56%	Yes	____
44%	No	____

6. What is the primary discipline or field in which you teach? _____

7. Your sex:

61%	Male	____
39%	Female	____

8. Your age:_____ 45.6/9.8 [ ]

9. Ethnic background:

0%	American Indian	____	1%	Black	____	96%	White	____
1%	Asian	____	0%	Hispanic	____	1%	Other	____

10. Please use the codes below to answer the following questions concerning your income:

	A. Salary from your institution (not including summer)	B. Salary from your institution (including summer)	C. Your gross annual income from all sources	D. Your household's gross annual income from all sources
Less than $14,000	1% ____	2% ____	1% ____	0% ____
$14,000 - $16,999	3% ____	2% ____	2% ____	1% ____
$17,000 - $19,999	11% ____	7% ____	5% ____	2% ____
$20,000 - $21,999	13% ____	10% ____	8% ____	3% ____
$22,000 - $24,999	20% ____	18% ____	15% ____	6% ____
$25,000 - $27,999	16% ____	16% ____	14% ____	6% ____
$28,000 - $30,999	14% ____	15% ____	13% ____	7% ____
$31,000 - $33,999	9% ____	11% ____	11% ____	8% ____
$34,000 - $36,999	5% ____	7% ____	9% ____	6% ____
$37,000 - $39,999	3% ____	4% ____	6% ____	6% ____
$40,000 - $44,999	3% ____	4% ____	6% ____	11% ____
$45,000 - $49,999	1% ____	2% ____	3% ____	10% ____
$50,000 - $59,999	1% ____	1% ____	4% ____	15% ____
$60,000 - and over	0% ____	0% ____	3% ____	19% ____

10

Tabulation of Faculty Responses to Survey

2. Selected Highlights and Interpretations

I. CAREER PATTERNS AND ISSUES

- 46% of faculty respondents expect to live out their vocational life at their current college or similar college—this reflects their strong commitment to the small liberal arts college environment. Nearly 92% plan to stay related to higher education in some capacity.

- 38% worked regularly as a college faculty member in no more than two colleges.

- 40% had five years of work experience outside higher education before moving into higher education as a faculty member.

- 56% definitely would be faculty members again and by adding another 28% who stated that they would probably be faculty members again, the number satisfied reaches an impressive 84%. (This supports data from Boyer's book *College: The Undergraduate Experience in America* and its findings on faculty attitudes toward their professional career. Only 20% in that sample said they wished they had entered another profession and only 22% stated if they had to do it over again, they would not become a college teacher.)

- 43% said it was harder or somewhat harder to get tenure than five years ago (compare to the 1984 Carnegie faculty survey, in which 66% said it was harder to get tenure in their department than five years ago.)

- The average faculty member indicated that he or she spends an average of 14.7 hours per week in preparing to teach, and 40% said they would like to spend more time on that task. (This finding compares favorably with Boyer's findings that 59% of the faculty spend less than 11 hours a week in preparing to teach, 38% of the faculty spend 11-20 hours per week, and only 3% of the faculty spend over 20 hours.) The average faculty member spends 6.1 hours per week in research. (Boyer noted that 69% spend less than 5 hours a week on research, 19% spend 5-10 hours a week, 10% spend 11-20 hours per week and only 2% said they spend over 20 hours per week.)

- 79% of the faculty respondents felt they *ought* to spend more time on research and scholarly or creative work. 84% of the faculty said they *would like* to spend more time in this area.

- 42% of the faculty surveyed said that assisting students with remedial work did not affect their morale or found that it increased morale. (The Carnegie faculty survey data of 1984 reflect a somewhat different viewpoint: 64% of the faculty indicated that their institutions spent too much time and money teaching students what they should have learned in high school. 83.8% said teaching would be easier if students were better prepared before admission.)

- If faculty had ten hours of discretionary time, they would use it as follows (in rank order): 63% of the faculty would choose to spend additional time on improving teaching by reading and studying, 62% for conducting research and/or writing, and 56% for catching up on professional reading.

II. PARTICIPATION IN INSTITUTIONAL DECISION-MAKING

- Faculty at institutions surveyed feel that they do participate in decisions on academic issues but think they should be involved to a greater extent.

- Faculty expressed a desire to be involved to a much greater extent than they are at present in: admission and retention plans, departmental budgeting, institutional budgeting, selection of senior academic leadership, representation on the board of trustees, and institutional long-range planning. (Boyer, in commenting on faculty attitudes toward institutional authority, noted that only 25% of the faculty felt they had ample opportunities to influence policies at their institutions. This finding underscores the above desire.)

- Satisfaction and morale often are very high where there is a feeling of joint ownership of the institution through participation. The campus visits suggest that faculty who participate in creating an institutional mission appear to demonstrate a greater desire to see the college succeed. A strong sense of community seems to surround such colleges and is nurtured by leadership, often through distinctive cultural aspects and traditions—powerful institutional assets that provide a great sense of bonding and belonging.

III. EVALUATING THE PERFORMANCE OF FACULTY

- Faculty indicate that they evaluate their effectiveness through (in rank order): self-assessment, their quality as a character role model for students, review of course requirements and syllabi, students' ratings of faculty, time spent advising students, and leadership activities in one's field or discipline.

- In contrast, the faculty see colleges evaluating their performance through (in rank order): students' ratings of faculty, involvement in college committees, quality

as a character role model for students, and teaching awards. After these factors, the following are perceived to be used by the colleges to an equal extent: number of students enrolled in classes, time spent advising students, years of service to the college and involvement in college events.

- Publications and/or presentations at professional meetings were listed as eighth in terms of items faculty use to evaluate themselves and eighth in the ways faculty perceive that their colleges evaluate them. This suggests that traditional research is not perceived to be the paramount means of evaluation on the individual's and college's part. (The Carnegie faculty survey of 1984 adds to our understanding of the low rating of publications. That survey stated that 83% of the faculty surveyed felt that teaching effectiveness, not publications, should be the primary criterion for faculty promotion.)

- These liberal arts colleges are rewarding good teaching in a variety of ways. Teaching, as the focus of faculty scholarship, provides the primary basis for promotion and tenure at many of these colleges. Our interviews with faculty suggest that active scholarship for many faculty in these institutions includes reading and testing out new ideas which are incorporated into classroom teaching. Staying current in one's discipline is an expectation on the part of the college, and faculty increasingly are being asked to give evidence of that fact in the performance of their work.

- A clear majority of faculty responding indicate they have a strong commitment to contributing to their college. Commitment to institution over discipline is an evident trait of faculty at these kinds of colleges. This attitude adds tremendous strength to a college's ability to adjust to changing campus situations. Institutional commitment is a source of inspiration that assists colleges in making it through difficult times. It also helps to ensure that a certain type of education is preserved and made available to those who want it. (The 1984 Carnegie faculty survey data on the liberal arts college underscore this strong sense of institutional commitment. There, 89% of the faculty, in stating aspects of higher education that were very important to them or fairly important personally, listed their own institution and 97.8% relationships with students.)

IV. SATISFACTION

- Overall faculty satisfaction and morale at the institutions tended to be higher than expected. We have characterized one-third of the colleges as having high morale.

- Job satisfaction on the part of faculty is slightly higher than morale.

- As cited in the career pattern and issues section, well over half the respondents would choose to be a faculty member again.

V. IMPORTANCE OF THE WORK EXPERIENCE

- The top three aspects of work experience for faculty cited as important *to a great extent* were: the opportunity to create or develop something that is entirely my own idea, freedom to choose my own work activities and hours, and the opportunity to be of service to others.

- When asked to cite the extent to which each aspect of work experience is available in their work at their college, the following three aspects were most significant: *to a great extent*—the opportunity to be of service to others; *to some extent*—the opportunity to remain in my present geographical location rather than moving for a new professional appointment, and freedom to choose my own work activities and hours. Being of service to others is clearly a major dimension of the work experience.

- When asked to choose the *one* aspect of work that is most important to them out of a specific list, faculty stated (in order of percentage choosing that aspect): freedom to choose my own work activities and my own hours; the availability of a great variety of challenges and types of assignments and work responsibilities; the opportunity to be of service to others; and the opportunity to create or develop something that is entirely my own idea. Personal autonomy is clearly perceived to be of major importance.

- The opportunity to be identified with a particular college and the prestige that goes with it; provision of security through guaranteed work, benefits and a good retirement; and opportunity to remain in present location were not selected by large percentages of faculty as the most important aspects of their work.

VI. THE CULTURE OF YOUR COLLEGE

- When asked to what extent faculty and administration were asked to be collaborative, the response was at the midpoint between collaborative and individualistic.

- The extent to which the environment was judged to be supportive of faculty members and their work was more supportive than non-supportive.

- Faculty showed a tendency to be more captivated than disengaged with their work.

- Faculty were evenly divided on the questions of describing the decision-making climate at their college. Half saw their campus as participative and the other half as nonparticipative.

- Faculty saw their colleges as more concerned with anticipatory planning than crisis planning.

VII. GENERAL DEMOGRAPHIC DATA DESCRIBING RESPONDENTS

- 90% of the respondents fell into the traditional ranks of professor, associate professor and assistant professor and were evenly divided among the ranks.
- 54% were tenured and 20% in tenure track positions but not tenured, so that 84% of the total sample were in the traditional tenure pattern.
- The average time as a faculty member was 13.9 years.
- The average number of years teaching at the current college was 11.4 years.
- 56% of the respondents were undergraduates at liberal arts colleges.
- The average age of the respondents was 45.6 years old.
- 61% of the respondents were male and 39% female.
- 96% were white, 1% black, 1% Asian, 1% other. 1% did not respond to this question.
- Salaries of respondents are reported in terms of summer salaries, income from sources outside teaching and spouse's income. These added sources of revenue made a significant difference in the gross annual income that respondents reported.

APPENDIX #1

Colleges Participating in the Faculty Survey

College	Total Number of Faculty
Allegheny (PA)	145
Anna Maria (MA)	31
Aquinas (MI)	70
Arkansas (AR)	42
Assumption (MA)	88
Augustana (SD)	109
Aurora (IL)	49
Averett (VA)	56
Azusa Pacifica (CA)	92
Bethany (KS)	56
Bethel (KS)	46
Bethel (MN)	103
Brenau (GA)	70
Brescia (KY)	31
Briar Cliff (IA)	65
Bucknell (PA)	207
Cabrini (PA)	38
California Lutheran (CA)	74
Capital (OH)	121
Cardinal Stritch (WI)	49
Carlow (PA)	54
Carroll (WI)	77
Cedar Crest (PA)	54
Central Methodist (MO)	53
Chapman (CA)	90
Clarke (GA)	120
College of Idaho	40
College of Notre Dame of Maryland	44
College of Mount Saint Joseph (OH)	50
College of Saint Catherine (MN)	133
College of Saint Scholastica (MN)	69
Columbia (MO)	38
Davis & Elkins (WV)	46
Dickinson (PA)	120
Dominican College of Blauvelt (NY)	50
Dominican College of San Rafael (CA)	53
Drury (MO)	70
Eastern Mennonite (VA)	68
Elon (NC)	102
Felician (NJ)	43
Findlay (OH)	76
Franklin College of Indiana (IN)	49
Franklin Pierce (NH)	59
Franklin University (OH)	51
Freed-Hardeman (TN)	68
Gardner-Webb (NC)	92
Gettysburg (PA)	135
Goddard (VT)	18
Gordon (MA)	65
Grace (IN)	40
Grand Rapids Baptist (MI)	78
Greensboro (NC)	30
Greenville (IL)	45
Hartwick (NY)	98
Holy Family (PA)	60
Huntingdon (AL)	39
Illinois (IL)	44
Illinois Wesleyan (IL)	115
Immaculata (PA)	64
Incarnate Word (TX)	68
Jarvis Christian (TX)	42
John Brown (AR)	50
La Roche (PA)	36
Lakeland (WI)	32
Lenior-Rhyne (NC)	89
Loretto Heights (CO)	47
Lycoming (PA)	79
Madonna (MI)	74
Marycrest (IA)	38
Maryville (TN)	41
Marywood (PA)	131
McPherson (KS)	35
Medaille (NY)	43
Mercy College of Detroit (MI)	81
Midland Lutheran (NE)	58
Middlebury (VT)	152
Millikin (IL)	101
Mississippi	138
Morris (SC)	47
Mount Mercy (IA)	57
Mount Senario (WI)	28
Mount Union (OH)	67
Mount Vernon (DC)	25
Muskingum (OH)	71
Nazareth College in Kalamazoo (MI)	38
Nazareth College of Rochester (NY)	90
Nebraska Wesleyan	72
North Central (IL)	75
Northwest Nazarene (ID)	62
Northwestern (MN)	45
Ohio Dominican (OH)	49
Otterbein (OH)	96
Paine (GA)	56
Palm Beach Atlantic (FL)	53
Park (MO)	32
Phillips (OK)	61
Pine Manor (MA)	28
Point Loma Nazarene (CA)	73
Presbyterian (SC)	56
Prescott (AZ)	12
Principia (IL)	48
Queens (NC)	52
Regis (MA)	54
Roanoke (VA)	72
Rockford (IL)	77
Rockhurst (MO)	78
Rosary (IL)	46
Saint Leo (FL)	52
Saint Martin's (WA)	38
Saint Mary (KS)	33

Saint Mary-of-the-Woods (IN) 46
St. Mary's (MI) 20
Saint Meinrad (IN) 14
School of the Ozarks (MO) 86
Seton Hill (PA) 46
Simpson (IA) 60
Smith (MA) 300
Southern Nazarene (OK) 64
Southwestern (TX) 63
Spalding (KY) 58
Spring Arbor (MI) 45
Stephens (MO) 70
Susquehanna (PA) 87
Taylor (IN) 46
The Defiance (OH) 46
Thiel (PA) 64
Thomas More (KY) 49
Trevecca Nazarene (TN) 67
Trinity Christian (IL) 33
Trinity (VT) 39
University of New England (ME) 60
Upper Iowa (IA) 25
Virginia Wesleyan (VA) 50
Walsh (OH) 39
Wartburg (IA) 65
Western Maryland (MD) 75
Westminster (PA) 93
Westmont (CA) 57
Wheeling (WV) 58
William Jewell (MO) 84
Wilmington (OH) 55
Wofford (SC) 57

APPENDIX #2

Colleges Selected for Case Studies

The following colleges were selected to serve as case study institutions in the CIC project on the Future of the Academic Workplace in Liberal Arts Colleges:

1. College of Notre Dame of Maryland
   Baltimore, Maryland
2. College of St. Scholastica
   Duluth, Minnesota
3. Eastern Mennonite College
   Harrisonburg, Virginia
4. Gordon College
   Wenham, Massachusetts
5. Greenville College
   Greenville, Illinois
6. Lenoir-Rhyne College
   Hickory, North Carolina
7. Nebraska Wesleyan University
   Lincoln, Nebraska
8. Simpson College
   Indianola, Iowa
9. Smith College
   Northampton, Massachusetts
10. William Jewell College
    Liberty, Missouri

CIC

The Council of Independent Colleges
One Dupont Circle
Suite 320
Washington, D.C. 20036